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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. X. No. 1.

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We Must Go Forward to Greater Tasks!

THE LAST PLEA OF GOVERNOR JARVIS.

The people of North Carolina have greatly honored me, and I desire to leave on record this final declaration of my everlasting gratitude to them and to make this last plea for the education of their children. Intelligence and virtue mark the standing of any people in State and Nation, and I would therefore urge the people to press the education of their children far beyond anything heretofore attempted.—"Item 3" in the published will of the late Governor Jarvis.

THE NEXT THREE PRESSING DUTIES.

1. The first great educational problem is the adaptation of the work of the rural schools to the needs of rural life, to the everyday needs of the country people that constitute more than eight-tenths of our population.

2. We must have adequately equipped, professionally trained teachers and superintendents for the country schools and for all other schools.

3. The third task and duty, demanding the immediate attention and most active efforts of all patriotic citizens is the elimination of illiteracy. The present crop of adult illiterates already beyond the reach of the public schools must be reached by some other means. They constitute an army of 132,189 native white illiterates, of which 49,710 are of voting age! * * * All together for the elimination of illiteracy in North Carolina, for the emancipation of every man, woman and child from its limitations.—J. Y. Joyner, State Superintendent Public Instruction.

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WHY NORTH CAROLINA EDUCATION IS VALUABLE TO NORTH CAROLINA TEACHERS

North Carolina Education for 1915-16 will contain the following:

1. **The Reading Circle**—A progressive course for progressive teaching, including suggestions for County Associations and District Clubs.

2. **Stories for Young People**—It is our purpose to have in each issue one good story for the teacher to read to the children and to be used as the basis of language work.

3. **History Stories for the Grammar Grade**—One good United States history story will appear in each issue. These stories may be used in connection with the United States history class. The purpose is to enrich the history work of the grammar grade or the stories for young people or to enrich the language work of the same grades.

4. **Physical Training and Drills for Young People**—We are beginning in the September number a series of articles on this subject that will be of special interest to teachers who are desirous of improving the physical training of the pupils. In the October number we shall give the first of a series of drills that teachers may use.

5. **Methods and Devices**—Teachers are in constant need of simple methods and devices that will suggest a new way of teaching old subjects. Each issue of *North Carolina Education* will contain from one to two pages of these aids to teachers.

6. **Poems for Children**—We shall be constantly

on the watch for the best poems for children. In the September number we have two excellent selections. Each issue will contain a number of selections and at the end of the year, the teachers, if they preserve the selections, which they can easily do by cutting them out of the magazine and pasting them in a note book, will have as good a selection as is found in books of that nature.

7. **Articles of Timely Interest**—All teachers should be interested in the important movements of today. Our first article deals with the result of the first year of the war in Europe. It is our purpose to have such an article in each issue.

8. **School Organization**—This is a subject in which every principal, superintendent, supervisor and teacher is directly interested. We are beginning a series of articles in the September number.

9. **Educational Progress**—All teachers desire to know the news of the schools of the State. That part of *North Carolina Education* has been quite a feature for a number of years. In addition to school news we shall publish from time to time articles dealing with educational progress in and out of the State.

These are some of the important subjects that will be stressed in *North Carolina Education* during the year 1915-16.

E. C. BROOKS, Editor.

W. F. MARSHALL, Publisher.

THE RESULT OF A DECADE OF EDUCATIONAL WORK IN NORTH CAROLINA

By A. S. Brower, Statistical Secretary, State Department of Education.

	1905	1914
Total value of Public School Property -----	\$3,182,918.00	\$9,078,703.27
Total Number of Rural Libraries -----		
Original -----	1,305	3,609
Supplemental -----	320	1,525
Number of Schoolhouses Erected -----	389	406
Number of New Schoolhouses Built in Decade -----		3,842
Average Length of White School Term -----	94 days	124.22 days
Average Length of Colored School Term -----	91 days	114.8 days
Number of White Teachers Employed -----	7,005	10,082
Number of Colored Teachers Employed -----	2,682	3,173
Number of Local Tax Districts -----	329	1,629
Number of Rural High Schools with State Apportionment -----	None	212
School Fund from Voluntary Local Taxation -----	\$338,414.33	\$1,367,948.65
Total School Population, between ages 6 to 21 -----	696,662	778,283
Total School Enrollment -----	474,111	599,647
Total Average Daily Attendance -----	280,288	408,464
Percentage of School Population in average Daily Attendance -----	40.3	52.5
Percentage of Enrollment in average Daily Attendance -----	59	65.5
Total Expenditures for Schools, all purposes -----	\$1,955,776.90	\$5,566,992.89
Total Expenditure for Houses and Sites -----	261,630.06	902,055.83
Average Value of Schoolhouses—White -----	530.22	1,450.39
Average Value of Schoolhouses—Colored -----	208.23	430.57

RESULTS OF THE FIRST YEAR OF THE EUROPEAN WAR

By E. C. Brooks.

On August 1, 1914, Germany declared war on Russia, and within a short time all the great powers of Europe were drawn into the struggle. More than half of the population of the world lives in the countries at war. It is estimated that the population of the warring countries totals 950,000,000 people, and that of the countries at peace at 800,000,000.

The number of men under arms is estimated at 21,770,000: for the Allies, 12,820,000; for Germany, Austria, and Turkey, 8,950,000.

1. **Losses**—No previous war has approached the present one in the wholesale destruction of life. This is due not only to the number of men involved, but to the terrific efficiency of modern warfare. In the past, it is estimated, the number of killed to the number of casualties was at the ratio of about 1 to 10. But in the present war it is estimated to be about 1 to 5.

There are various estimates of the number of soldiers either killed, permanently disabled, or captured. Germany, Austria and Turkey, according to certain estimates, have lost about 4,000,000. While the Allies have lost about 5,000,000. That is about 9,000,000 soldiers have been removed from the battlefield, because of death, physical disabilities or capture.

2. **Expense**—The cost in money runs to a huge total. It is estimated that the cost of the war in money, for the first year runs to a total of fifteen billion dollars. It is costing England, alone, about fifteen million dollars a day. In addition to the actual cost of operating the war, the loss in destruction of property, on land and sea, is tremendous and doubtless equals the amount spent in operating the war. Thus it would seem that every dollar spent in carrying on the war is sent to destroy another dollar's worth of property in addition to the manhood that is destroyed.

3. **Military Operations**—Germany has driven Russia out of Austria. She has overrun Belgium and taken a part of Northern France. England and France have been struggling for months to regain this territory with little success. The Allies have been attacking the forts of the Dardanelles with a view to capture Constantinople, but with very little success. Italy has declared war on Austria and has been slowly moving across the mountains into Austria, but this, so far, has had little effect on the war.

The two nations that have shown unusual vigor in warfare are Germany and France. England seems to be unable to wake up to the situation. The laboring classes are accused of being wanting in patriotism. Strikes and labor troubles keep the government handicapped.

The end of the first year has come with Germany and Austria fighting all Europe, but with the advantage greatly in favor of Germany so far.

4. **Warfare Revolutionized**—The present war has revolutionized warfare. In the first place the new machine guns have almost made land forts useless. The forts in Belgium were thought to be almost impregnable, but the large machine guns crumbled them completely. In the second place, cavalry fighting has practically disappeared in the

face of these guns, and the riders have been dismounted and put in the trenches. Owing to these deadly guns, the nations have resorted to trench fighting almost entirely. Soldiers live in trenches, and trench warfare has developed to an extent never before seen. Whole armies have moved into underground quarters, with elaborate labyrinths of passages and subterranean living and sleeping quarters.

The use of the machine guns has created a demand for ammunition, such as the world was unprepared to supply. Germany alone, it seems, was prepared for machine warfare. But the Allies have been sorely handicapped and all the factories of the world have been employed in manufacturing munitions of war, and it is said that within a few months all the factories will have been doubled, and the daily output will be more than doubled.

The methods of warfare on sea have been changed likewise. The use of submarines has proved so valuable that the supremacy of battleships has been challenged. In fact, the greatest sea monster has little chance to escape, if the submarine torpedo draws a line on it. These under-the-sea fighters have obstructed shipping and made the sea around the shores of Europe a dangerous place for battleships and merchantmen.

The aeroplane, almost an unknown quantity at the beginning of the war, is now rated equal in value to the submarine boats. It exercises such an influence over land operations, that the movement of armies can be detected at once and the location of forts and positions may be determined with accuracy. It has virtually taken the place of cavalry, and has caused a revision of the strategies and tactics of war.

Automobiles are used to an enormous extent in transporting troops, but the greatest use is in the handling of the food supply of the armies. They are also armed sometimes with machine guns or light field pieces and sent into battle with deadly effect. Thus the aeroplane and the automobile have taken the place, to a large extent, of the horse. But so far nothing has been found to take the place of man in battle. Therefore, his chances of returning from battle alive has greatly decreased.

5. **Results**—We may stop and ask what are the results of the war. So far no dispute has been settled, no great principle has been established, and no new virtues have been discovered. Belgium has been destroyed; nine million men have been lost or incapacitated; forty billion dollars of property have been destroyed; twenty-two million men have taken up war for an occupation; millions of people who are not actually engaged in war have lost their homes and all their possessions; land that was, a year ago, blessed with peace and plenty is today as barren as the hot waste of Sahara. However, we have discovered new ways of killing people and these new engines of warfare are so far all that we have in return for the year's war in Europe. But what values will come out of the war? Who can prophecy?

Begin your Reading Circle work at once. Time lost now is very valuable. Get the books you need and begin this interesting and profitable study now.

NEXT THREE STEPS IN EDUCATIONAL PROGRESS

By J. Y. Joyner, State Superintendent of Public Instruction, in the Raleigh News & Observer.

I.—Rural Education.

The first great educational problem is the adaptation of the work of the rural school to the needs of rural life, to the everyday needs of the country people than constitute more than eight-tenths of our population. We must prepare country boys and girls to make the most, and to get the most out of all that is about them—soil, plant, and animal—the three great sources of wealth in the world, and to use what they make and get in the best ways to enrich, sweeten, beautify and uplift country life, socially, morally, intellectually, spiritually, making it the ideal life that God intended it to be, which men will seek and love to live. This includes and necessitates the development of a type of country school by reasonable consolidation of small districts and by local taxation in larger territories, that shall not have less than three teachers and shall be adequately equipped in all respects to give such preparation, vocational and cultural to the country boys and girls, and to become the social, intellectual, industrial and civic center of the whole community. We have been working for several years and are still working on this problem.

We have met with encouraging success in the establishment in a number of counties of farm-life schools, rural high schools, and consolidated rural district or community schools with three or more teachers prepared to give instruction and training in rural life subjects. For the preservation, prosperity and happiness of our rural population, for the protection and progress of our urban population and for the prevention of the decay of our whole civilization, this movement must be pushed with enthusiasm and vigor until there shall be placed within reasonable reach of every country boy and girl, such a school with such equipment and such a course of study as outlined above, educating them for both efficiency and culture, and preparing them for making a living and making a life worth living at home.

II.—More Efficient Teaching and Supervision.

Without the vitalizing touch of a properly qualified teacher, houses, grounds and equipment are largely dead mechanism. The teacher after all must breathe the breath of life into the school. Better schools are impossible without better teachers, better teachers are impossible without better education, better professional training and better opportunities for them to obtain such education and training. Better education and better professional training and the utilization of better opportunities are impossible without better pay for teachers. Increased expenditure for schools and longer school terms mean increased compensation for teachers and a higher standard of qualification for the profession of teaching.

People have a right to expect and to demand better teachers and superintendents and better teaching and supervision when they pay more money. The work of the teacher and of the superintendent must be elevated to the plane of a profession and must be given the protection guaranteed to other professions and even to callings that are not pro-

fessions before there can be much inducement to men and women of character and ability to adopt it as a life work and equip themselves professionally for it. We must have adequately equipped, professionally trained teachers and superintendents for the country schools and for all other schools. To this end I bespeak the heartiest co-operation of all for the cultivation of public sentiment and the enactment of such conservative legislation as shall be necessary for increased professional preparation and professional protection for teachers and superintendents of schools in North Carolina, to raise the most delicate and difficult of all work committed to man to the dignity of a profession, and to establish therefor such a uniform and impartial standard as shall be found necessary for the protection of teachers and superintendents and for the protection of the public.

III—Adult Illiteracy and Its Elimination.

The third educational problem, task and duty demanding the immediate attention and most active efforts of all patriotic citizens of North Carolina is the elimination of illiteracy. It is a duty already too long neglected.

According to the U. S. census of 1910, 12.3 per cent of the total white population of North Carolina over ten years of age, and 14 per cent of the white voting population are unable to read or write. The present crop of adult illiterates already beyond the reach of the regular public schools must be reached by some other means. They constitute an army of 132,189 native white illiterates, of which 49,710 are native white illiterates of voting age—140 out of every thousand voters unable even to read their ballots; an army marching under the black banner of ignorance, a prey to all the ills that follow in the wake of ignorance, a menace to all that is best in civilization in a democracy, doomed to darkness, inefficiency, intellectual and industrial bondage, ambitionless, hopeless, helpless, unless some efficient means be found and found quickly for their relief and liberation.

These are the tragic facts about white illiteracy in North Carolina. Let them speak for themselves—speak to the hearts of men, to the love of humanity in men, to the sense of duty in men, to the judgment and the patriotism of men, to the desire of safety and self-preservation of men.

This army of adult illiterates, an inheritance from former generations, must inevitably handicap the progress of the State, discourage immigration of the desirable sort, and in the future as in the past, invite the sneers of the scorner and the defamation of the witling to the shame and the injury of the State for the next generation or two, unless we find and put into immediate operation some effective means of reducing, and if possible, eliminating adult illiteracy during this generation. It is our duty to the State and to these illiterates who are bone of our bone and flesh of our flesh, and who are not responsible for their illiteracy, to seek to find a way to reach and teach them without further delay.

In recognition of this duty, in co-operation with

the committee on community service, with the assistance of the North Carolina Farmers' Union and the State Board of Agriculture that have kindly provided most of the funds for the employment of a secretary, with the assurance of the hearty co-operation and active assistance of most of the other important civic, social and educational organizations and benevolent orders of the State, with the pledge of support and active aid of the press of the State, in the State Department of Public Instruction with the loyal support of the county departments of education, the county superintendents, and the county public teachers, we will inaugurate and push with as much vigor and enthusiasm

as possible, the movement for the reduction and final elimination of adult illiteracy in North Carolina, through the means known as Moonlight School, found effective in Kentucky and other places, and already used with success in a number of counties in this State last year. These schools are simply night schools to teach illiterates, conducted in the public school buildings by volunteer teachers, preferably during moonlight nights for the greater convenience of the country people. A fuller discussion of this subject and of the plans of the campaign against illiteracy in North Carolina will be published later.

All together for the elimination of illiteracy!

NEED FOR BETTER SUPERVISION IN RURAL SCHOOLS

By L. C. Brogden in News and Observer.

More intensive rural school supervision is one of the most urgent and vital needs of our rural schools. On coming into this work a few years ago, I made an investigation in fourteen representative counties of our State to find the total amount of time spent by each county superintendent in each of these counties in each of his schools during the entire previous year provided that the time he spent in visiting these schools were equally distributed among all the schools of his county during that school year. The reports of these fourteen representative county superintendents showed that the total average amount of time spent in each school that year from its beginning till its close was only one hour and fifty-four minutes. These were whole-time county superintendents, were among the most industrious, conscientious, and efficient in the State. But the short school term, the number of schools, and the large geographic area of the county made it impossible for them to do better.

Beginning of Closer Rural Supervision.

Two years ago we began to press this question of more adequate and intensive rural school supervision.

Through the generosity of the Peabody Board we secured a small appropriation with which to launch this work. We offered to the county boards of education in each of six counties \$250 for one year provided they would appropriate an additional amount from the county funds large enough to secure an expert woman rural school supervisor and would let her work under the direction of the County Board of Education and the State Department of Education. They accepted the offer. Competent supervisors were employed in these six counties. This work has so thoroughly demonstrated its value that even though we now have no more appropriations to offer yet these six counties have taken this work over, are going to provide funds for it out of their own county resources thereby making it a permanent and organic part of their county work.

The work and worth of these supervisors is becoming a valuable object lesson for adjoining counties. Last summer Vance County appropriated the entire amount from its own fund and employed an efficient woman rural school supervisor. Four other counties also employed women assistants to supple-

ment the work of their county superintendents, and recently Lenoir County has joined the list of "Progressives" in the employment of an expert woman to supplement the work of the county superintendent.

Value of Supervision.

I attribute the success of our supervisors in large measure to the fact that the county board of education did not require them to dissipate their time and energy over the entire county but limited them to ten schools annually, selected in representative parts of the county. Having only ten or eleven schools upon which to concentrate their time and effort, it became thoroughly practicable for the supervisor to demonstrate to the people throughout the county the meaning and the value of intensive supervision. The supervisor has time to spend several consecutive days in each school, and, in each community, she has time to become thoroughly acquainted with the teacher and her work, and to learn her professional needs and difficulties. She aids the teacher in grading and classifying her pupils, in organizing her classes and arranging her daily schedule. She takes charge of the teacher's classes in those subjects in which the teacher needs the most help and shows her how to teach these subjects more effectively. The supervisor has, also, sufficient time to remain in each community, to become well acquainted with all the people through personal visitations to their homes. Through this intensive work she is enabled to lead the people of the community to see just what their school is actually doing and what it is practicable for it still to do through their co-operation. In a word, she has the time to labor with the community in constructive community building.

In addition to rendering the teacher effective service in her class-room these supervisors have been working systematically and successfully along the following vital lines, viz.: (1) Re-directing the work of the school along industrial lines; (2) aiding in the re-direction of the life and work of the school and community along cultural and recreational lines; (3) working with the men and the women in the community in the building up of more permanent and efficient type of rural elementary schools; and (4) working with the teachers of the county as a whole for their professional improvement through group and county teachers' meetings.

THOMAS JORDAN JARVIS: THE STATE'S GRAND OLD MAN

By E. C. Brooks.

Since the close of the last school year North Carolina has lost her foremost, most respected, and most honored citizen, Thomas Jordan Jarvis, former teacher, governor, United States Senator, and ambassador. The teachers of the State should never forget this man and the statesman, and his heroic life should be held up to the youth of the State. This sketch, therefore, is published primarily for the teachers to read to the school children of the State soon after the schools open.

His Inheritance.

Thomas Jordan Jarvis was born at Jarvisburg, Currituck County, on the eighteenth of January, 1836, the son of Bannister Jarvis, a minister of the gospel and a farmer. Young Jarvis had as his ancestor Thomas Jarvis, who bought from the Indians a tract of land between the Perquimans River and the Carolina Sound, and when Colonel Ludwell was appointed in 1691 as governor of both Carolinas he made Thomas Jarvis his deputy. In revolutionary times the family honor was upheld and the name made famous by the heroism of General Samuel Jarvis who led the Albemarle militia.

Patriotism was the larger part of his inheritance. His early life was spent on the farm. But the circumstances in which his parents lived made it absolutely necessary for the boy to work. Although necessity gave him manual labor for his portion in youth, hard work gave him a constitution sufficiently strong to carry for seventy-nine years a spirit and courage that made him one of the State's greatest leaders.

In the circumstances in which his father lived, he did not enjoy the advantages of an early education. Country schools in his boyhood furnished his meagre training until at the age of nineteen he entered Randolph Macon College then located at Bodyton, Va. Through money earned by teaching at intervals, he paid his way through college, graduating in 1860 and receiving the degree of A.M. the next year.

Career as a Soldier.

He was teaching school in Pasquotank County when the War Between the States came on. He immediately dropped the school book and enlisted in the Seventeenth North Carolina Regiment. A commission as first lieutenant of Company B, Eighth North Carolina Regiment, was issued to him May 16, 1861, and on April 22 he was promoted to the captaincy. After being engaged in hard fighting through three years of the war in which he acquitted himself with credit, his regiment took part in the battle of Drewry's Bluff in May of 1864. It was here that with the terrible losses of the company, Captain Jarvis received a wound in his right arm. This necessitated a resection of a part of the bone and from this the arm never fully recovered. He was not able to rejoin his command but was confined in a hospital in Richmond and at Petersburg until October, 1864. He was on parole when the surrender took place. At the close of the war he borrowed a little money and opened a small

store in Tyrrell County. At the same time he began to study law.

Beginning of His Political Career.

In the fall of 1865, only a few months after the close of the war, President Andrew Johnson declared North Carolina to be restored to the Union. As a result, a State convention was called for the purpose of nominating officers for the State. The young merchant and law student was sent as delegate to this convention. This was the beginning of his long political career. Two years later he secured his license to practice law.

It was in the spring of 1868 that the new constitution was adopted. The State was now in the hands of the "carpet baggers" and young Thomas J. Jarvis, the representative from Tyrrell County, was one of the very few able and patriotic young men in the General Assembly, who opposed the partisan measures of the new party. The corruption of the "carpet baggers" is well known to students of history. However, through the efforts of the young representative from Tyrrell and others, the Bragg-Phillips Investigating Committee was appointed to make a report of the corrupt practices of the times. This was the beginning of reform in North Carolina. To this action was largely due the defeat of the "carpet baggers" in 1870, the restoration of white dominion in the State, re-establishment of civil law, the impeachment of Governor Holden, and the subsequent era of peace and harmony. Another result, too, was that when the next General Assembly convened Captain Jarvis was elected Speaker of the House of Representatives. And next to Zebulon B. Vance, he was now the leader of the new forces for reform in the State and for making a new Commonwealth out of the old one that was made prostrate by the war.

At the close of the Legislature he moved to Pitt County, where he formed a partnership with David M. Carter. That fall he canvassed the State as an elector on the Greeley ticket. Three more years in professional work, and in 1875 he was elected a delegate to the Constitutional Convention. He was largely instrumental in procuring the adoption of the amendment giving the power of county government, securing the white people of Eastern Carolina from negro domination.

Captain Jarvis Becomes Governor.

As an evidence of the peoples' faith in the young lawyer from Pitt County, he was nominated lieutenant-governor on the ticket with Zebulon B. Vance in 1876. This was perhaps the most noted political campaign ever conducted in North Carolina. Old men today talk of Vance's candidacy for governor and the rise of Jarvis into national prominence. Soon after the election Governor Vance was made United States Senator and Lieutenant-Governor Jarvis became the governor of the State.

At the close of the term in 1880 Governor Jarvis was again elected governor. He is the only man since the war who has succeeded to the governor's chair, and was afterward elected governor. He thus served the State as governor nearly eight years,

and during a period when the State was almost made over. And the State's great industrial development was due, in a large measure, to the wise leadership of Governor Jarvis. Suppose we note some of the more important measures that he advocated:

1. **The Building of Railroads.** He saw the extension of the Western North Carolina Railroad and to him alone, almost, should be given the credit for the opening up of the mountain sections of the State from Asheville to Murphy. He saw the extension of the Cape Fear and Yadkin Valley Railroad.

2. **Asylums.**—In his administration the Western Asylum was built at Morganton and the asylum for the colored people was built at Goldsboro.

3. **Department of Agriculture.**—The State Department of Agriculture was established and the land was purchased for the erection of the buildings.

4. **Public Education.**—His efforts in behalf of public education have received little notice because of the economic and political conditions of the time. However, he labored unceasingly for a tax sufficient to give the State an adequate school system. During the great educational campaign of 1902-1903, he told the writer of a bill which he drew while he was governor providing for the levy of a tax of twenty cents on the hundred dollars in order that the children might have funds for a school system. And at the opening of the great campaign in 1902, it was "The Grand Old Man" that made the speech of the occasion and he traveled the State in the interest of better schools.

5. **The East Carolina Training School for Teachers.**—With the rise and continual growth of the public schools following the great campaign of 1902-1903, and 1904, the idea was born that another normal school for teachers was necessary to prepare teachers for the rural schools of the eastern counties. Year after year Governor Jarvis came before the General Assembly and pleaded for the rural teachers of the State, and at last saw the institution created by the State, and it was an honor to him that the school was located at Greenville.

Honored by the Nation.

Upon his retirement from the governorship in 1884 he was appointed by President Cleveland minister to Brail, where he served his country until President Harrison was elected president. Then he returned to Greenville and resumed the practice of law.

In 1894 when Senator Vance died, Governor Jarvis was appointed to succeed him in the United States Senate. As he was Vance's successor in the governorship, so he was Vance's successor in the United States Senate. But when his term expired, the State was in another political upheaval and he returned to his home in Greenville, where he continued to practice law until his death, June 17, 1915.

His Private and Domestic Life.

In 1874 Governor Jarvis was married to Miss Marv Woodson, the daughter of Judge Woodson of Virginia, a lady of fine literary attainments who has made notable contributions to North Carolina literature. They lived together in that long union in complete happiness and it is no sec-

ret that he attributed much of his popularity and success to her.

Governor Jarvis was a member of the Methodist Episcopal Church, and represented his church in the General Conference. He was also a member of the Odd Fellows and of the Knights of Pythias.

Governor Jarvis was for many years a trustee of Trinity College, and one of its best friends and that institution ever appreciating his services has honored him in many ways. Jarvis Hall, one of the new dormitories at Trinity College, erected a few years ago, will stand as an expression of gratitude for his services to Trinity College.

On his seventh-ninth birthday Governor Jarvis made a talk to the young ladies of the East Carolina Training School in which he used these words:

"I have been analyzing this event and that event in my boyhood days, in my manhood days and in my mature years, trying to find the motive that prompted me each time. I have debated with myself whether I could truthfully say that from time to time I first began to know what life meant, and to understand the duties and the obligations of life, one motive controlled my action. Did I think along the lines of self interest in doing this, or in refusing to do that, or was I seeking the good of others? I stand here fully conscious of all the responsibility that goes with the statement and truthfully say that I have always tried, as best as I knew how, to serve my fellowman. I have tried to weigh every public question and after I have made up my mind as to what was best, I have stood by my conviction regardless of how it affected my political or personal future."

Governor Jarvis's Will.

Governor Jarvis' will was characteristic of the man, and was in part as follows:

I, Thomas Jordan Jarvis, of the State of North Carolina, do make, declare and publish, this, my last Will and Testament, in matter, manner and form as follows, hereby revoking all others heretofore made by me, that is to say

Item 1. Trusting in the merits and blood of a crucified and risen Saviour I committ my soul to my Heavenly Father, believing all will be well.

Item 2. I have lived a plain and simple life and I desire the services at my funeral to be plain and simple.

Item 3. The people of North Carolina have greatly honored me and I desire to leave on record this final declaration of my everlasting gratitude to them and to make this last plea for the education of their children. Intelligence and virtue mark the standing of any people in State and Nation and I would therefore urge the people to press the education of their children far beyond anything heretofore attempted.

Item 4. (Bequeathed entire estate to Mrs. Jarvis.)

Item 5. And finally, I wish to say to relatives and friends, they can not remember me in any way half so pleasing to me as to be good to my dear wife.

Item 6. (Named Mrs. Jarvis as sole executor and requested that she be allowed to qualify without giving bond.)

Signed, sealed and declared to be my last Will and Testament, this the 3rd day of October, 1912.

THOMAS JARVIS, (Seal.)

PHYSICAL TRAINING IN NORTH CAROLINA SCHOOLS

By Horace Sebring, Physical Director, Y. M. C. A., Winston-Salem, N. C.

Physical training is no longer an experiment in the educational work of our land, but an established part of the system in the majority of universities, colleges and preparatory schools throughout the country. In fact, parents who have the complete welfare of their children in mind, are coming more and more to consider favorably this or that school or college because of the completeness of its curriculum, which is not complete unless a department of Physical Education is a part of it.

The public schools of our land are not far behind in this advanced education work. Many of the school systems in the larger cities provide for a department of physical training, supervised by expert directors and assistants.

The modern school building is now equipped with a gymnasium, baths and definite physical training work arranged for and carried out. Many schools that are not so fortunate as to have this modern equipment, do more or less systematic work through the medium of the teachers who supervise drills, group games and competitive athletics which are great helps in the educational propaganda of our public school work.

The purpose of this article, which will be followed in later issues by drills, is to suggest to the teachers of our schools in this State some plan that will form the basis for more advanced work at a later period in the school life of our communities.

Let us consider first the value of physical training.

Value of Physical Training.

ing to the life and development of the child. "The basis of education is and must be physical." Dr. Tyler, in his "Growth and Education", brings out that fact very conclusively. Health is brought to the individual through the use of his muscles; a strong, tough muscular system is essential to good health. But the aims of physical training should not be simply to develop muscle. Good health, organic vigor, nervous energy, these are more important to the individual than large masses of muscle. Therefore, any system of physical training in public school work should be hygienic and educational in character. It should be health-producing and should at the same time be habit-producing.

It should promote health, cultivate and develop strength, promote skill and agility. From a strictly educational viewpoint, it should promote obedience and order, alertness, quick perception and action. In its competitive forms, physical training should develop self-control, self-denial, and loyalty.

Physical training in our schools should be correlated with the teaching of hygiene, sanitation, anatomy and physiology. They are all of the same kind, in fact, "blood-brothers." A child will be more interested in studying about his body if at the same time he is learning how to keep it in good condition.

Physical training cannot be brought to its rightful place in our school life unless teachers are willing to make the effort. The success of the plan depends upon the teacher or some capable leader who can direct the work. The Young Men's Christian Association physical directors have been re-

sponsible for the promoting of this work in many cities and can be of great help to the schools in many ways. The policy of their department calls for effort of this kind and in most cases they will be glad to undertake the supervision of the work.

Value of the Playground.

Most schools have playgrounds about the building and a considerable part of the any scheme of physical training must be carried on out-of-doors. In fact, all of it should be, if possible. We have never been able to improve over nature as regards the tonic effect of sunshine and pure air.

The producing of a "star" or school team in athletic work should be discouraged and the slogan for your school should be, "every pupil a player". To that end leagues should be organized in baseball, basketball, volleyball, and various other competitive games, among the pupils of the school and each individual encouraged to take part. Indoor or playground baseball will find favor with the older girls and boys, volleyball is also an excellent game for both sexes, and there are hundreds of group games for the younger children.

Play is the natural and one best form of physical training for the individual. Every child should learn to play and keep it up through life. Joseph Lee has said, "The boy without a playground is father to the man without a job." Play gives the most enjoyment of any form of exercise. Gymnastics are sometimes irksome, but in many cases needful. Many children go through life with deformities and physical handicaps that might have been corrected in earlier years by proper and well directed gymnastics. A thorough and well planned system of physical training will show the need of physical and medical inspection in our schools and the two will work hand in hand.

Gymnastic work may be made a pleasure if it is turned into play. Swings, rings, bars and a few pieces of apparatus of that nature will keep your pupils interested in the heavier type of gymnastic work and if properly supervised, will be a source of benefit to many.

Indoor Exercise.

The immediate and most noticeable benefits of physical training, however, come to the pupil through the medium of the daily calisthenic drills that may be given in the school-room. These drills should always be given with the windows open and the room flooded with fresh, raw air. The teacher must be psychologist enough to see just at what time relaxation is necessary. That is the time for the gymnastic drill.

Much of the pupil's time in the school-room is spent in a sitting posture, with chest contracted and the upper part of the body leaning forward against the desk. In many cases the spine is out of the normal position. The eyes have been kept hard at work, the respiration is lessened and the circulation slower than normal. It is to relieve this condition and render it less liable to happen that the gymnastic drill has been devised. By vigorous exercise new blood is forced to the brain cells, the

mind becomes active, the respiration becomes deeper, and the muscles are given something to do. The chest is expanded and the body held erect.

A consistent try-out of a vigorous gymnastic drill will show the teacher its value. With both sexes to be provided for, the drills used in the Winston-Salem schools, which are to follow, are accordingly brief and restricted in action. The drills had to be taken in the aisles and without removing any of the clothing. Many more movements may be used with good results. Some principles however, should be remembered in every case.

The emphasis should be placed on those movements which broaden and deepen the chest, and not on those that contract it.

Muscles tend to assume during rest the position held during exercise; therefore, always insist on the upright position, with head up, breast-bone thrust forward and abdomen held in.

Oxygen is only absorbed when demanded by the tissues, therefore always create a demand for more oxygen by using the muscles vigorously, then follow by breathing exercises.

In other articles, a series of games for which different grades will be suggested, some of which may be used especially in the school-room on rainy days which are particularly appropriate for the younger children.

The October number will contain special drills for the first, second, and third grades.)

HISTORY STORIES FOR GRAMMAR GRADES

A NEGRO FORT AND THE PURCHASE OF FLORIDA.

Your United States history tells the story of the Creek War and how General Andrew Jackson in 1814 defeated the Creeks at Horseshoe Bend in the present State of Alabama, and took from the Indians all their land in Alabama. The Creeks, as a result, moved down into Florida and joined the Seminoles.

You will recollect that United States, at the time, was in war with England also and the Creeks had given aid to the English armies. There was much feeling among the Indians of Florida against the United States, and when the English fleet sailed into the Gulf of Mexico and were preparing to move up the Mississippi to New Orleans the English made a treaty with the Indians of Florida and built a strong fort on the Apalachicola River, about sixty miles below the mouth of the Flint. Here the Seminole Indians and some of the remnant Creeks were collected and it was the purpose of the English to use this fort as a base from which to move against the people of Alabama and Georgia and retake the lands for the Creeks that General Jackson had taken. Therefore, the fort was made very strong and supplied with 763 barrels of cannon powder, fortified with several cannons, furnished with 2,500 muskets, several casks of gunpowder and hundreds of carbines, pistols, swords and accoutrements.

The first move of the English was against New Orleans. Therefore, the English soldiers and many Indians left the fort and were transported by boat to New Orleans, but all Americans know the result of the battle of New Orleans. The few Indians left to hold the fort after the English departed, preferred the life of the forest and the wigwam. Therefore, they abandoned the fort leaving behind that immense quantity of powder, guns, etc., that the English had deposited there.

Now, there were in Florida along the Apalachicola River about a thousand negroes who had escaped the plantations of Georgia. Among the number were many very intelligent negroes. We are told that they had good farms, fine growing lands, good homes, and were living in a state of prosperity. For fifty miles along the Apalachicola

River the land was chiefly in the hands of these negroes. However, in order to maintain their independence and security against the Indians, they were organized into a sort of military government with chiefs and captains and they frequently made successful raids not only against the Indians, but also against the white planters of Georgia. They watched the English build this fort, and as soon as they saw it was deserted they took charge of it and made it the capital of an independent negro State. They now had plenty of arms and ammunition and under skillful leadership were capable of doing tremendous damage.

This new negro State became a menace to the whole community around. The officers were careful not to attack the Spanish colonies nearby because, you remember, Florida was a Spanish State at that time. However, they made frequent raids into Georgia and drove off great herds of cattle and persuaded many slaves to run away from the plantations and join them at the negro fort, as it was now called. They lay in wait for boats passing up and down the river and captured many of them. They did not hesitate to fire on government boats. In other words, the negro fort was a terror to the community and negro raids were dreaded by the plantations.

Of course, such conditions could not exist long without attracting the attention of the President of the United States. In those days it took many weeks to get a message to Washington and receive a reply. As soon, however, as the facts were made known to the president at Washington General Jackson was directed to call the attention of the Spanish commander of Pensacola to the evils resulting from this negro fort. This was in 1816, nearly two years after the battle of New Orleans. The British returning from the battle of New Orleans did not stop at the fort, but went direct to England. Therefore the negroes were in full possession.

The Spanish of Florida were more in sympathy with the British and the Indians than with the Americans. Many of them dreaming of an independent State similar to Mexico which had recently achieved its independence, they thought they might need the aid of the Indians and negroes.

(Continued on Page 13.)

STORIES FOR TEACHERS AND PUPILS

LANDGRAVE LOUIS OF THURINGIA

By Charles A. McMurry, George Peabody College for Teachers, Nashville, Tennessee.

At the death of his father, Louis became Landgrave or overlord of all Thuringia, a large State in central Germany. At that time, more than seven hundreds years ago, the lords of the land lived in strong castles built on hilltops or on rocky cliffs close by the river. The poor people or peasants lived in huts upon the land which they tilled for their lords, or in a humble village built at the foot of the castle in which the rich lord dwelt. Scattered about this beautiful hill-country of Thuringia were many castles in which dwelt the lesser nobles or barons who looked up to Louis as their ruler and prince. He lived in a great castle at Neuemburg.

As ruler of the whole country Louis wished to be kind and just to every one—to the strong barons who lived in the castles, and to the poor peasants who labored in the fields. But the barons soon saw that Louis was of a mild and easy temper, and that he did not punish evil doers severely. Some of them began to be harsh and cruel to the peasants. These poor people were compelled to work hard in the fields all days, and their pay was held back or not given at all. In fine weather they must work in their master's fields, gathering the crops, and in bad and rainy weather, they were free to gather the harvest in their own poor lands. Their hay was spoiled by rain and their wheat moulded in the shock. Their families suffered but they feared to complain lest they should be worse treated.

Three times every year Louis held court as judge and ruler of Thuringia. He sat in judgment on all cases of wrong-doing brought before him. Every one, even the poor peasant, could make complaint before him of any injustice he had suffered.

When the peasants brought their complaints before Louis, he reproved the barons for their harshness and injustice to the poor, but he also spoke to them kindly, hoping by good advice and kind words to check their wrong-doing. But the lordlings hardly listened to his words. They laughed secretly at his mild speeches and called him Louis the **Soft**. The common people in the villages, and peasants in fields were suffering, and they often said: "Louis is prince and overlord of all the land, but he is not fit to rule."

One day, as was his custom, Louis went to hunt in the Thuringian forest. Becoming separated from his followers, while pursuing the game, he wandered about and lost his way. Night came on and he saw, in the distance, through the trees, a light. Going toward it, he came to a smith working in his shop beside a stream. Louis was clad plainly in hunter's dress with a horn hanging over his shoulder. The smith seeing the stranger approach, asked: "Who art thou?" "I belong to a hunting party of the Landgrave, Louis, and have lost my way," was the reply. The smith, taking an iron from the fire, went on with his work as he said, "The Landgrave Louis! Humph! Whoever speaks his

name should wipe off his mouth." Louis did not see fit to reply to this rough speech, but waited the smith's pleasure.

After some time, as he lifted his iron from the anvil to replace it in the fire, the smith said, "Well, I will keep you for the night. You can make shift with a bunch of straw. We poor people have no beds. Out in the shed, there, you will find some straw. You and your horse make the best you can of that. It is not for your master's sake that I keep you over night."

Without further words, but quiet and thoughtful, Louis turned to the shed, tied his horse in a corner, smoothed out the straw and laid himself to rest. But he could get no sleep. The smith pounded at his forge the whole night through. He pulled the bellows, heated the iron and struck upon it till the sparks flew. As he smote the hot iron with his heavy hammer, at every blow he said: "Landgrave, harden thyself! Make thyself as hard as iron." And he kept on scolding and rebuking the prince. "Louis, now become hard, thou evil, worthless lord. Dost thou not see how the barons oppress their servants, the poor peasants?"

The smith's apprentice, too, spoke with scorn of Louis, the prince, and his soft speeches. As the night went on, he told of the wicked deeds of Louis' own knights, and how the peasants were mistreated by the barons. He said: "Often when the wild game escapes from the woods and hunting-grounds of the barons, it gets into the peasant's fields and eats up the young grain. If the peasants kill the game, the barons kill the peasants. You have heard of old man Kanz, and how he was treated? He and his wife were ordered to work in his master's field, but he could not come because his horse was sick, so sick that it soon died. Kanz was hauled out of bed before sun up. He and his wife were hitched to the plow and driven with the whip. They now lie sick and feeble in their poor hut." "Yes, and the potter by the creek, who makes the clay pipes! him and his wife they drove out of house and home, because he would not pay taxes for the spring which flows in his own garden." "Soon they will be taxing the air we breathe," said the smith, "because it blows out of their forest. As the hunters chase the deer into the net, so the tax collectors chase the red foxes (the gold coins) into the wallet. And when the common people complain, no one is willing to help them. For the prince takes no note of it, and the barons slyly laugh at him as a poor weakling, and hold him of no account."

Again the smith smote the iron and cried: "Harden thyself, Louis," and thus it went on the whole night through.

Lying on his bed of straw, the Landgrave Louis, listened to these bitter complaints against himself and tales of wrong, and he took them to heart. He resolved for the future to be strong and severe in

his temper. In the morning he took the rough hand of the smith into his own, thanked him for his kindness, and rode homeward in earnest thought.

Not long thereafter, one of Louis' barons was accused before him of lashing his servant with a riding whip till the poor man's back bled. Louis was about to punish the evil doer for his cruelty, when a group of barons came before him and interferred, saying he must not dare to punish a man of rank for the sake of miserable peasants. When Louis saw these men were bent on mischief, and that they refused to submit to him as their ruler, he called his own faithful knights and followers around him. He then ordered his armed knights to seize and arrest the rebel barons. They were taken as prisoners of Louis' castle at Neuemburg.

Here he called them before his judgment-seat and said: "The oath which you swore, to do justice and right, you have not kept. Were I to punish you as your wrong-doings deserve, I would have you put to death. But then I would but kill my own servants. And if I should take money from you as fines for your evil conduct, you rich people would care little for that. Many evil-minded ones would say I was greedy for gold, and many a foolish person would repeat this story. If I should let you go unpunished, you would care little for my anger, and would go on wronging and abusing the poor peasants. That I will not allow."

Prince Louis then conducted them, under guard, to a field near by his castle. In this field a plow was standing. To this plow he hitched the unfaithful barons, four at a time, and began to plow with them. His servant held the plow, but he himself, with whip in hand, drove on the team of four till they bent themselves to the bard labor, and even fell to the earth as they tugged at the plow. When he had plowed one furrow round the field, he hitched up four others of the lordlings and drove them on round another furrow. In this way he plowed the whole field.

When it was finished, he marked the field by setting up great stones for a lasting remembrance, and named it the "Baron's Field."

The humbled barons were taken back to the castle of Neuemburg and required there to take the oath of service a second time and swear obedience. The story of the baron's punishment spread through all the land from end to end.

From this time forward the prince was much feared by evil doers. Those nobles who had been hitched to the plow, when they heard his name mentioned, remembered their shame and disgrace. Some of them were angry because he had punished them so severely for the sake of the poor peasants. Publicly and secretly, these foes sought after his life. When he caught them in their wicked plans he had them put to death. For this reason he had many enemies. To protect himself he wore a strong coat of mail and came in time to be known as "the man of iron."

The common people, however, breathed free and rejoiced in his severe but righteous rule. When the peasant, sitting at table with his children, thought of these things, he blessed the prince, because he helped the common people and loved them. When he passed they greeted him with joy, and followed him with friendly words and looks, showing

their love and confidence. Then they would say to their servants: "In the Landgrave's smithy he was hardened." And in time people learned to say of anyone who was hard and severe against wrong and wickedness, and because of gentle words did not allow his heart to soften and his will to weaken, "He has been hardened in the Landgrave's smithy."

EDUCATIONAL PROGRESS.

In round numbers there were 22,000,000 persons enrolled in educational institutions in the United States in 1914, according to the annual report of the Commissioner of Education just issued. Of these over 19,000,000 were in elementary schools; 1,374,000 in secondary schools, both public and private; and 216,000 in colleges and universities. Close to another hundred thousand were in normal schools preparing to be teachers, 67,000 were in professional schools, and the remainder were scattered through other types of institutions. The teachers for this educational army numbered 700,000, of whom 566,000 were in public schools. In point of rapid growth the public high school still presents the most impressive figures; the enrollment for 1914 is greater by over 84,000 than for the year before.

The cost of education for the year, as estimated by the Bureau of Education, was \$750,000,000. "This three-quarters of a billion is a relatively small amount when compared with other items in the public expense," declares the report. "It is less by \$300,000,000 than the cost of running the Federal Government; it is less than one-third the nation's expenditure for alcoholic liquors; it is only a little over three times the estimated cost of admissions to moving picture theaters in the United States for the same year. Measured in terms of products of the soil, the United States spent somewhat more for education in 1914 than the value of the cotton crop, somewhat less than the value of its wheat crop, and less than half the value of the annual harvest of corn; while the nation's bill for education was less by nearly a hundred millions than the value of the exports from the harbor of New York in the calendar year just passed."

Very little increase is yet to be noted in the average term for public school. Between 1910 and 1913 the increase was from 157.5 days a year to 158.1—a growth of only six-tenths of a day in three years. Attendance has improved, however. The average number of days attended by each person enrolled increased from 113 in 1910 to 115.6 in 1913.

Special subjects treated in this year's annual report of the Commissioner of Education include: The Junior High Schools; Montessori Schools in the United States; Denominational Schools; Vocational Education; Education for Child Nurture and Home-Making; School Surveys; and Education for Special Classes of Children.

Every rural school in Wilkes County, whether white or colored, has a school library; and "it is a source of much gratification," says Superintendent C. C. Wright in his report, "to see how extensively these books are being read by both parents and pupils."

School Room Methods and Devices.

THOUGHTS ON THE RECITATION.

At the close of a recitation period, do you ever stop and ask yourself such questions as these:

1. Did my pupils really have a problem to solve during the period? What was the value of the attention they gave to the class-room work? Did it lead to thinking?

2. Did I take special pains to lead them to see just how today's lesson was related to previous work?

3. Did my history and geography lesson for the day contain any problem for the children? If not did I make a problem for them to solve?

4. Did I have my lesson so planned that each related step succeeded the former in logical order? Was time wasted by the introduction of or the failure to omit irrelevant material?

5. Did I have enough new life material to add to the old subject matter, so that the class felt the life of the recitation and every pupil was stimulated to do more thinking?

6. Did I have some one in the class make a definite summary of what was accomplished during the recitation period?—Adapted.



HOW TO DETERMINE THE BETTER METHOD IN SPELLING.

If every teacher in a given county would teach oral spelling to every class for a whole term, keeping a correct record for the year from frequent tests, and if the next year they taught by written spelling the same words to different classes, using the same number of words and the same time for study and recitation, and keeping correct records as in the first term; and, if at the end of the second term, the results were fairly and honestly compared, the best method will win out, if there is enough difference between the two to make a choice worth while. The relative value of any two methods cannot be settled by making speeches or writing about them. It can only be settled by comparing results, and this comparison is what is needed. It is well to remember, furthermore, that one method may be all right in one place, and all wrong in another.



BETTER ENGLISH CLUBS FOR THIRD AND FOURTH GRADES.

The motto of the club is, "I will learn my language lest I mar my future." For much of the reform in speech the teacher has had resources to language games and she has received many helpful exercises from a little book, "Language Games for All Grades", by Alhambra Deming, who says: "The keystone of teaching correct composition in all the grades, but especially in the lower ones, lies in giving children practice in expressing their ideas correctly and clearly orally, not on paper." These games will give interesting material for five oral drills on troublesome words and form of expression. For example, the "If I Were" game, aims (a) to teach, "If I were" and "I was", (b) to cultivate the imagination method. Teacher gives the following directions:

"What did you dream that you were, John?"

John—"I dreamed that I was a fish."

Teacher—"If you were a fish, what could you do?"

John—"If I were a fish I would swim."

Teacher—"Mary what did you dream that you were?"

Mary—"I dreamed that I was a butterfly."

Teacher—"If you were a butterfly, what would you do?"

Mary—"If I were a butterfly, I would fly high in air, etc., etc."

Games are supplementary, and lose this interest by frequent use or repetition. Once or twice a week is enough time given to games.—School Exchange, Birmingham.



POEMS TO BE STUDIED AND MEMORIZED.

Let Us Smile.

The thing that goes the farthest towards making life worth while,

That costs the least and does the most, is just a pleasant smile.

The smile that bubbles from a heart that loves its fellowmen

Will drive away the cloud of gloom and coax the sun again.

It's full of worth and goodness, too, with manly kindness bent—

It's worth a million dollars, and doesn't cost a cent.

How Did You Die?

[This is said to be one of the most popular poems in Europe today. It is well worth memorizing. Give it to the grammar and high school students.]

Did you tackle that trouble that came your way

With a resolute heart and cheerful?

Or hide your face from the light of day

With a craven soul and fearful?

Oh, a trouble's a ton, or a trouble's an ounce,

Or a trouble is what you make it,

And it isn't the fact that you're hurt that counts,

But only how did you take it?

You are beaten to earth? Well, well, what's that?

Come up with a smiling face!

It's nothing against you to fall down flat,

But to lie there—there is the disgrace.

The harder you're thrown, why, the higher you bounce,

Be proud of your blackened eye!

It isn't the fact that you're lied that counts:

It's how did you fight and why?

And tho' you be done to the death, what then?

If you battled the best you could,

If you played your part in the world of men,

Why the Critic will call it good.

Death comes with a crawl or comes with a pounce,

And whether he's slow or spry

It isn't the fact that you're dead that counts,

But only how did you die.

—Edmund Vance Cooke.

SUGGESTIONS FOR OPENING EXERCISES.

The first period in the morning should be the most interesting period of the day. Hence the opening exercises should be worth while. A mechanical reading of the Bible and a monotonous repetition of what is mistaken for prayer has little power to enthuse a class for a day's work. We speak of formalism in school but the formal mechanical exercises misnamed devotional exercises, too often have neither life, spirit, nor the suggestion of reverence.

1. The first suggestion is to make the period, whenever it is possible, a real devotional exercise.

2. In addition to the first suggestion, let the period be followed by other exercises. One morning the teacher could tell or have some of the best students tell some real live story to the class. A story well told is interesting to children of all ages—and even to grown-ups.

3. Current events are always interesting. One morning might be devoted to a discussion of the important news of the week. At this time when so many things, interesting to our people, are happening, in fact crowding upon us, the teacher will be slow, indeed, who fails to use this opportunity.

4. Every school should have a good choir and once during the week the school could be entertained by the choir. In this way many of the best songs will be memorized, and the quality of music improved.

5. Use the songs and memory gems which have been learned during the week for opening exercises. Each class or section of a class might be permitted to provide their best selections. In this way the teacher can give direction as to choice of material.

A happy school-room is necessary to the best results and the teacher should not undervalue the influence of little things that may give a fine setting to the day's work.

SIMPLE HELPS IN TEACHING NUMBER IN THE PRIMARY GRADES.

Our box of objects for number work contains acorns, buttons, spools, shells, pebbles, and the like. We have a number of supplies with which to teach numbers. I wished to teach the number to ten by sight and desired objects large enough for the pupils to observe readily. The pupils collected the spools and strung them in groups—one, two, three, etc., up to ten. I hold a group of spools before the class and the pupils call the number represented. We then add, subtract, multiply and divide the group.

The pupils also collected a box of nice clean acorn-cups. We use them to lay designs on the desks, to lay the outline of new words, and for number work. These will not roll, but will remain where placed.

We used also the backs of tablets in making number cards, spelling cards, alphabet cards, in fact, there is no end to their usefulness. Our number cards contain the forty-five addition combinations, the multiplication combinations and tables, numbers to one hundred and Roman notation.—Edna M. Conn, in *Ohio Educational Monthly*.

A NEGRO FORT AND THE PURCHASE OF FLORIDA.

(Continued from page 9.)

It became necessary, therefore, for the United States to act. The first move was to build a fort near the junction of the Flint and the Chattahoochee River. By looking at your geography you will see that these two rivers form the Appalachicola River. The negroes began to show resistance. General Jackson saw that it would cost too much to equip the fort by hauling material overland, therefore, it was decided to bring necessary supplies from New Orleans by sea. You can see at once that boats would have to pass the negro fort in order to get to the United States fort which was now called Fort Scott.

The movement against the negro fort was from two directions. One officer, Colonel Clinch, started from Fort Scott by floating down the river, and a gunboat under Sailingmaster Loomis, left New Orleans and soon was moving up the river from the gulf. As Colonel Clinch floated down the river he heard many stories of the negroes, how boats had been captured, homes had been destroyed, white people had been imprisoned and many other similar stories. When he approached the fort he ordered the negroes to surrender. Instead, they raised above the fort the English flag and opened fire.

It was necessary to get word to Commander Loomis of the United States gunboat. A soldier was sent hurriedly around through the vast jungle to warn Commander Loomis and to direct him to open fire at once on the fort. The soldier sighted the gunboat just as it was coming within view of the fort. And before he could deliver his message the negro fort opened fire.

For a time the boat was in great danger. It opened fire on the ramparts, but found them too strong to be battered down by the light guns of the vessel. Loomis moved back down the river and took the messenger aboard, and as soon as he learned of the desperate nature of the enemy he decided to destroy the fort at once.

He practiced a while in order to get the exact range. Then he ordered his men to heat a ball red hot, and when everything was in readiness the glowing ball was rammed in the gun and shot over into the fort. It crashed through the fort and into the magazine where the several hundred barrels of powder were stored. The result was instantaneous; the shock was like an earthquake; the fort was borroughed out of the ground and the inmates consisting of negroes and Indians were hurled through space into the river and swamps. Over 300 men, women, and children perished in the explosion.

Immediately after the explosion Colonel Clinch moved down on the fort and captured the remainder—except the few that had fled to the swamps for safety. This ended the negro fort. But troubles continued with the Spanish and the Indians until General Jackson moved down into Florida to stop again the uprising of the Indians and to punish Spanish officials for giving them and the negroes aid. This brought on many complications, and in 1821 we paid Spain five million dollars for Florida and settled our disputes.

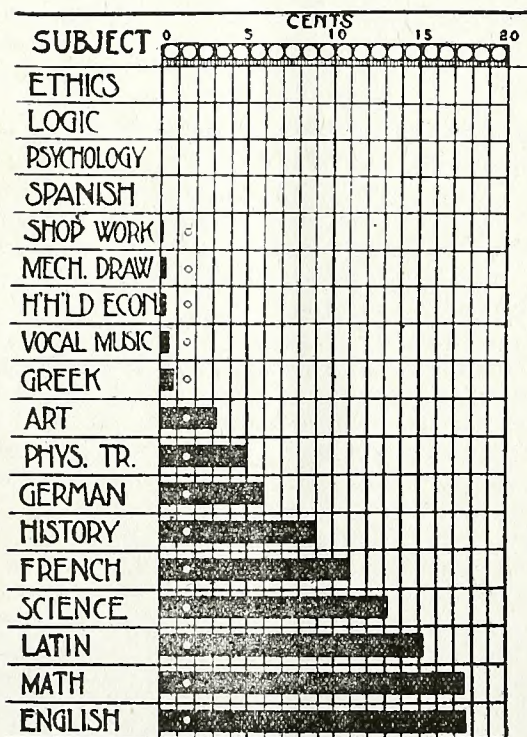
SCHOOL ADMINISTRATION

WHAT ARE WE BUYING WITH THE SCHOOL FUNDS?

The trouble is, as Dr. Henry F. Cope says, that our public schools have been organized to get all the children ready for college, whereas, as a matter of fact "less than 1 per cent of the pupils reach college and less than 3 per cent the high school." Many a town—and we fear many a rural community—if it should examine the teaching of its higher grades, would discover, as did Newton, Mass., last year, that of every dollar expended, one-third went for foreign languages—

For Latin15 cents;
 French11 cents;
 German 6 cents;
 Greek 1 cent;

33 cents in every dollar for foreign languages, while a half cent in each dollar went for shopwork and mechanical drawing—the only thing of an industrial character for boys—and less than half a cent for domestic science for girls.



The whole situation is made clearer by the diagram herewith showing the number of cents in each dollar spent for each form of study in this Newton high school. And in view of the opinions already given, we leave it to our readers as to whether it is not high time to demand a more practical form of education—not the elimination of genuinely cultural studies but the elimination of college studies for those who will not go to college and the substitution for them of studies that have a direct relation to life and work. These definite conclusions seem to us to be sound:

1. Let every boy in the public schools study the text-book on agriculture and the text-book on health.

2. Let every girl in the public school study the text-book on health and take the course in home economics—if your school has such a course.

3. Demand that the high school or college to which you send your girls give a course in home economics or domestic science—"home economics" being, we believe, the preferred term.

4. If your boys and girls are not going to college, insist that they shall give less attention to college-bound studies and more attention to studies of practical value.

5. If you are a patron of a high school or a taxpayer supporting a high school in which probably 85 per cent of the children are going out into life rather than out into college, demand that the instruction for the majority shall be shaped to meet the needs of this 85 per cent instead of the 15 per cent.

6. Demand that your State university and denominational college on admitting a student give credit for the industrial or agricultural instruction he has just had just as it gives credit for his previous achievements in other branches.—Progressive Farmer.

PROMOTIONS WITHOUT EXAMINATIONS.

"Few schools now rely entirely upon examinations as a test for promotion," declares W. S. Defenbaugh, Chief of the Division of School Administration of the United States Bureau of Education, in his annual review of school conditions in the smaller cities.

"In some schools examinations are made to count one-half, while in others they count only one-fourth. It is now recognized that examination are not true tests of the pupil's ability to do the next grade's work, and that a pupil should not be promoted on what he knows, but on what he can do. Of 756 superintendents in the smaller cities reporting, 669 say that they are now depending on examinations much less than formerly."

How pupils shall be classified so that they may advance through the grades without loss of time is a question that is continually presenting itself to thoughtful superintendents, according to Mr. Defenbaugh, and some cities are undertaking special experiments in this field.

In Carthage, N. Y., all those children who can read are started on their educational journey in much the same way. Gradually they are regrouped into three divisions: The first, composed of the most mature and most capable, completes a certain amount of work in one year; the next group is given one and one-half years in which to accomplish the same amount, and the third two years. Before the close of the first year each of the three groups is likely to be divided again into the higher and lower. Therefore each pupil who enters in the fall with no knowledge of the books has before him the possibility of being in any one of six groups before the close of the first year. There is a special teacher in the lower grades who devotes her entire time to misfits—those pupils who for some reason or other

can not do all of their work to the best advantage in any of the regular groups. This teacher coaches backward pupils and helps the brilliant ones to jump to the next higher division.

In East Chicago, Ind., a child is promoted at any time the teacher and supervisors feel he would be benefited. The plan is to pass pupils if they are doing their best, even if the grades are low.

The superintendent of schools in Williamsburg, Va., reports: "We use the shifting group plan of grading pupils and a form of reports to parents that keep parents thoroughly informed as to the pupil's standing during the year. As each weakness of a pupil is discovered by the teacher, it becomes a matter of special consideration and study by teacher, parents, principal, and the pupil. Tentative shifts can be made at any time. The aim is to relieve the teacher of all red tape and to reduce routine to the minimum, but to insist upon a constant and sympathetic study of the child—every child—but particularly every child who is in danger of falling behind his class. No percentage or grades are accepted from a teacher as excuses for promotion or demotion. If a pupil is weak, efforts are made to ascertain the exact nature of his weakness early in the term and remedy it."

MEASURING SPELLING ABILITY.

Seven out of every 100 third-grade public school children can not spell "has." This and other curious evidences of the special problems inherent in the teaching of spelling are brought out by Dr. Leonard P. Ayres, of the Russell Sage Foundation, in a study just published.

As a result of combining the four most extensive studies that have been made to identify the words commonly used in different sorts of English writing, Dr. Ayres has selected the 1,000 words that constitute 90 per cent of the language ordinarily used. This selection was made from various English authors, from four Sunday newspapers of Buffalo, N. Y., and from the business and family correspondence of over 2,000 adults. The objects of the study was to develop a scale for measuring attainment in the spelling of common words on the part of school children.

Co-operating with the city superintendent in 84 cities of the United States, Dr. Ayres had the 1,000 commonest words tested by an aggregate of 1,400,000 spellings, secured from 70,000 public school children. The result, according to Dr. Ayres, made it possible to accurately measure spelling ability, and to compute the amount of improvement in spelling the same words from grade to grade.

By a scale arrangement, extending on a line from 0 to 100, "spelling ability" is easily and scientifically determined. For example, nine words most frequently used, viz.: "the", "in", "so", "no", "now", "man", "ten", "bed", "top", revealed that second grade pupils, on an average, spelled correctly 94 per cent of these words. At the other extreme of the scale the words "judgment", "recommend", and "allege" were found to be spelled correctly by just 50 per cent of eighth-grade pupils. Percentages above and below these would indicate variations from the normal in spelling.

Dr. Ayres finds that "intellectual abilities are

distributed in much the same way among people as are physical traits. Just as there are few dwarfs, many people of medium height, and very few giants; so there are very few exceedingly poor spellers, many medium ones, and very few excellent ones. Few words do most of our work when we write. Fifty words constitute, with their repetitions, one-half of the words written. The child who masters the 1,000 words on the scale given will make no spelling errors in nine-tenths of his writing."

COMPULSORY EDUCATION.

A race to avoid being the last State in the Union to adopt compulsory education laws is apparently under way in the Southern States, according to reports received at the United States Bureau of Education. There are now only three States without such laws, Florida having recently joined Texas and South Carolina in adopting compulsory education by legislative enactment. The three States still without laws are Georgia, Mississippi, and Alabama.

The new Florida law provides that on petition of one-fourth of the electors of any special school district or county, the county board of education shall call an election to determine whether attendance shall be compulsory therein. A three-fifths majority vote is necessary for adoption. Children between 8 and 14 years of age are required to attend for at least 80 days each year, unless exempt because of physical or mental disability; because they live two and one-half miles from a school and no transportation is provided; because their services are required for the support of a dependent family; or because their parents are unable to provide books and clothing.

By the provisions of the law the county boards of education are authorized to appoint attendance officers to enforce the law and to take a census of the children between 6 and 21 years of age.

Although the Florida law is thus of the optional type, it is a clear recognition of the compulsory principle and is regarded as a real step in advance.

Officials of the Bureau of Education point out that this year's compulsory educational legislation is part of a big educational advance all along the line. Nearly all the State legislatures were in session during 1915, and much of the educational discussion that has been going on for several years crystallized into law. The Alabama legislature has convened for the summer session and much school legislation will be discussed, including a compulsory education law. The fact that Alabama does not meet again for four years makes it likely that Georgia and Mississippi may get ahead of her in adopting compulsory legislation, unless action is taken this year.

In the field of compulsory education throughout the United States it is believed that the next steps will have to do with the adoption of State-wide laws where optional laws now prevail; the raising of the age limits in conformity with the best principles in child labor legislation; and more strict enforcement of existing laws.

Fifteen States have established moonlight schools.

North Carolina Education

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Form your reading circles and subscription clubs in the month of September sure, if you have not already formed them.

The Educational Edition of the News and Observer, which appeared in July, is a valuable document. It was, as usual, up to the high standard set by that paper.

Everywhere the meetings, conferences, and conventions are endorsing the moonlight schools. Let us go after adult illiteracy this fall, pierce its center, flank both wings and capture all its forces.

Tell the children of the State the story of "The Grand Old Man." A day should be set apart for the schools of the State to honor Governor Jarvis. Why not make North Carolina Day a Jarvis Day this year?

A live Teachers' Association in every county, a Reading Circle in every association, and every teacher a reader of **North Carolina Education**. This should certainly be made true of North Carolina before winter's evenings come.

The B. F. Johnson Publishing Company, of Richmond, appear to be the first to issue special readers for the moonlight schools. They are prepared by Cora Wilson Stewart, President of the Kentucky Illiteracy Commission, whose slogan is: "No illiteracy in Kentucky in 1920." The first book is now ready.

Raleigh seems to be awake at last to the need of better school buildings. The capital of the State is certainly in need of better accommodations for the children. It took a good fire during the vacation to arouse interest. And it is generally believed that if the fire had come when the children were in school the city would today be repenting in sack-cloth and ashes.

Listen at this: More than fifty negro teachers of Lenoir County are spending two weeks in Kinston at their own expense, even paying their instructors to train them in modern methods. No wonder Superintendent Kinsey calls them "the liveliest lot of their race" he "has ever known."

One hundred and nineteen teachers in Wilkes County have completed the four-years' reading course, and now hold diplomas from the State Department of Education. Many others hold certificates of merit for completing one, two, or three years' work. Is there a better reading circle record in the State?

Dear Subscriber: If for any cause you fail to receive your journal regularly this year, please write to the publisher at once. That shows that you appreciate your paper and really want it. Did you ever think what a shocking sermon you are preaching against yourself when you tell your superintendent that you "haven't had a paper in three months?"

The moonlight schools, as an enterprise of civic worth, may be catalogued alongside the moon, of which the Irishman, in a debate on the respective merits of the sun and moon, declared that the moon deserved the greater praise, since the sun shone only in the daytime, whereas the moon shone at night when its illuminating presence was so much needed.

The report of Winston-Salem public schools for 1914-1915 contains 87 pages, exclusive of a dozen or more full-page half-tone illustrations. As a historical and statistical account of the year's work, it seems to have left out no needful thing. Particularly do the statistical studies of attendance, grade distribution, and withdrawals by causes from a document of interest and value. Superintendent Latham, in the publication annually of so thorough a report of school conditions in his own city, is setting an example worthy of a wider following and is serving the cause of popular education far beyond the bounds of the Winston-Salem schools.

BUSY WORKERS IN WILKES.

A wide-awake enterprise executed in a wide-awake manner was the educational edition of the county papers of Wilkes County, issued last July by Superintendent C. C. Wright and his teachers. It contains: (1) a review of the work of the year, (2) letters from teachers telling the needs of their districts and the efforts made to better conditions, (3) a review of the progress of education in Wilkes as compared with that in the State and the United States, (4) forms of weekly, monthly, and term reports used, (5) a standard of excellence for the

schools and a list of the eight schools standing A1, (6) list of various committees in charge of contests and exhibits, (7) list of school principals, (8) rules and regulations of the Board of Education, (9) table showing progress of fourteen years, also 1913 and 1914 compared, (10) list of perfect spellers, 1915, (11) list of those perfect in attendance, 1915, (12) list of those completing the common school course, 1915, (13) results of a social and educational survey showing per cent of homes having telephones, painted houses, getting daily mail, insured against fire, screened against flies, and a score of other interesting and useful facts reported by 1,300 families. We expect to publish some of these interesting exhibits in a future issue of **North Carolina Education**.

AMBASSADOR PAGE'S GIFT TO CANNING CLUB.

Ambassador Walter H. Page was born at Cary, Wake County, N. C. His interest of his boyhood days is evidenced by a prize which he offers to the Girls' Canning Club of Wake. Ambassador Page in writing from London to Mrs. Jacques Busbee, of Raleigh, expressed his deep interest in the work of the Canning Clubs of the State and particularly in Wake County, and enclosed a check for twenty dollars to purchase a prize that might stimulate the girls to greater interest.

The interest of Mr. Page in the work will be especially interesting to Wake County people, since he was born in Cary. Imagine the pride of the girl whose work will win Mr. Page's gift!

SUBJECT MATTER FOR MOONLIGHT SCHOOLS.

The teachers of the State who are interested in night schools for adults will make a great mistake if they think grown men and women can maintain interest in reading matter, such as six or seven-year-old children study in learning to read. This is an important matter and should be approached with some mature thought. To weaken the effectiveness of the night schools at this time when enthusiasm is running high for the education of adult illiterates, would be little short of a tragedy.

In the first place, old men and women desire to read in order to read the farm papers or the Bible, or such other literature as will satisfy their souls craving for knowledge. They are little interested in the mere mechanical process of reading. Therefore, interest will be maintained and enthusiasm kindled if in every session of the school the teacher has in the class some literature of vital interest to the community. A primary reader suitable for six-year-old children may be necessary for a few minutes of the lesson in order to give the adult students a few simple words with which to begin reading. But with a skillful teacher a very little of that would be sufficient.

The teacher should have the farm papers, the newspapers, and books dealing with subject matter that the students are interested in. Every evening the teacher should read to them such stories or articles as they desire to know and as soon as possible give these stories and articles to them to read. If the reading material does not feed the soul, interest cannot be maintained long. This is an important fact to remember.

The same principle is applicable to the teaching of children in the regular public school.

RIGHT KIND OF MEMORIAL TO GOV. JARVIS.

President Robert H. Wright, of the East Carolina Training School, makes the following excellent suggestion:

"There is talk in our State of erecting a shaft of granite in memory of this Grand Old Man, and that is well. It should be done. But a more fitting memorial would be for every religious college, and every State college, and every normal college to establish an endowed scholarship to be known as the Jarvis Scholarship. Let the proceeds of these scholarships annually keep in these colleges and schools deserving young men and young women. This would be a perpetual memorial, ever renewing itself in the lives of our people, and thus he would live on forever in the renewed life of his people, and here is where Governor Jarvis belongs. If this is done we can truthfully say, 'though dead, he still liveth,' and lives where he should ever live, in the life of his people. This is an educational opportunity that our people now have that they should not neglect."

CORN IN THE SOUTH.

Much is said in praise of the "corn belt" of the United States, but there are figures that show that the name can be made to fit the South more appropriately. Commenting on the record of Boys' Corn Clubs throughout the United States for the season of 1914, President Harrison of the Southern Railway Company has said:

"As in each former year since the inauguration of the Boys' Corn Clubs, the championship has gone to the South, having been won by Carl Graves, at Soso, Miss., with the production of 202 bushels of corn on a single acre, at the remarkable low cost of 14.5 cents per bushel. The highest record made by any boy outside of the South was by a Pennsylvania boy, who made 148 bushels at a cost of 26.7 cents per bushel. This record was exceeded by ten of the first and second prize-winning boys in the South. The average yield per acre made by the winners of the first and second prizes in the States of Virginia, North Carolina, South Carolina, Georgia, Alabama, Kentucky and Tennessee, was 159.26 bushels, as compared with an average of 104.22 by the prize winners in the Northern, Central and Western States. Taken into consideration with the records of previous years, these figures show that, with the adoption of proper cultural methods, the South can be made the greatest corn-producing section of the United States."

PROFESSOR Z. V. JUDD LEAVES THE STATE.

It was a source of much regret to the educational workers of the State to learn in July that Mr. Z. V. Judd, Professor of Rural Education at the University of North Carolina, had accepted the Chair of Education at the Alabama Polytechnic Institute of Auburn, Ala. This department at Auburn was recently established to meet a large educational demand in that State.

None of North Carolina's younger educators has had a more enviable career than Professor Judd. Teaching through the summer vacations in the rural schools of his native county of Wake, he was graduated from the University of North Carolina in 1903. In his senior year he was made assistant in French at the University, and for the next two years he taught in the University of Florida. In 1905 he was called back home to be Superintendent of Public Instruction for Wake County. During his incumbency he worked a revolution in rural education and attracted to Wake County and to himself, State and national attention.

THE TEXT-BOOK BUSINESS.

Greatly exaggerated ideas prevail concerning the total number of text-books sold in the United States each year and the annual profits resulting from such sales. Confidential data obtained by the United States Bureau of Education from 43 text-book publishers in the United States show that their aggregate total sales of text-books for use in public and private schools in 1913 amounted to \$17,274,030. The aggregate for public schools, elementary and high, amounted to \$14,261,768.

The total enrollment in public, elementary, and high schools for the year was approximately 18,609,040. Excluding the elementary school enrollment of California, since California prints its own elementary books, the number becomes 18,213,786. For each child enrolled in the public schools in the United States, therefore, the total annual sale of text-books is 78.3 cents. The total expenditure per child for all school purposes is approximately \$38.31. The cost of text-books is thus approximately two per cent of the total cost of maintenance, support, and equipment. The cost per child on the school population basis (5-18 years of age) is 56.6 cents; the annual per capita cost of text-books on the total population basis is less than fifteen cents.

These figures indicate that there is little ground for fear sometime expressed that the introduction of free text-books will add greatly to the cost of the public school system and will greatly increase the rate of taxation for school purposes. As a matter of fact the cost for text-books is a relatively small item in the total expenditure of school purposes.

Bureau of Educational officials feel convinced

that the figures obtained afford a trustworthy statement of the real facts about the size of the school-book business. The 43 firms from which data was obtained handle probably 99 per cent of the total text-book sales in this country. Besides California, Kansas also now prints its own text-books, but the plan was not in operation in 1913.

A GOSPEL FOR RURAL LEADERSHIP.

If there be among the readers of **North Carolina Education** any rural teacher, whether man or woman, boy or girl, who has felt a stirring of soul in the matter of community progress, and hasn't already secured the book, such teacher should make haste to get and study Dr. Clarence Poe's new book, the title of which is "How Farmers Co-Operate and Double Profits." It is a glowing record of some acts of the apostles of rural salvation.

It will be mailed by The Progressive Farmer at Raleigh for \$1.50. If the teacher has felt no such stirring of his soul toward better things for his community, let him, too, get this book and read it; if it does not arouse his aspiration and stir him into activity, it will at least do what the electrician's testing instrument does for a dry battery—show him whether he is dead or not.

"How Farmers Co-Operate and Double Profits" deals with what is actually being done in various farming communities and uses these things as texts in a gospel for the salvation of rural communities. As Prof. E. C. Branson has so often pointed out, the retention of wealth is everywhere our greatest problem. The farmer produces enormously, but economic and commercial customs have left in his hands but little or none of the wealth those very hands produced. It should be the concern of every teacher, every school patron, and every citizen to increase the wealth-retaining power of our rural communities. That is the strategic thing now in real rural progress, and Dr. Poe's book is a bugle call to this worthy task.

While the call is directed to the ears of farmers themselves, it should be and must be taken up by rural leaders everywhere, and by them be reinforced and made effective. For there is in and outside of every community some, often much, apathy to be overcome, much indifference to be removed, much conservatism, which too often means contentment with what is far from being one's best, to be made aggressive. It is the same sort of condition Senator Root had in mind the other day when in his great effort before the Constitutional Convention of New York in behalf of the short ballot he declared, "You cannot make any improvement in this world without overriding the satisfaction men have in things as they are and of which they are a contented and successful part." It is too true that there is some of this satisfaction in some country communities and outside of them; but to overcome

the obstacles and win the saving reform is the task that appeals to the man or the woman, the boy or the girl, who has a vision of things that ought to be.

The very first chapter—the introduction—in Dr. Poe's book is "An Appeal for Leadership" among the farmers, and for every rural-minded worker it is teeming with suggestions and palpitating with the contagious enthusiasm of a high purpose. Get the book and read this appeal; having done this, you can be trusted to read on, and to enlist. W. F. M.

NORTH CAROLINA'S PLACE ON LIST OF ACCREDITED SCHOOLS OF THE SOUTH.

Edwin D. Pusey, Supt. of Graded Schools in Durham, in Educational Edition of News & Observer.

North Carolina has made remarkable progress in secondary education since the passage of the law in 1907 providing for public high schools. The Inspector of Public High Schools shows for the school year 1913-1914, 212 rural public high schools, 67 city public high schools, and 50 private high schools, a total of 329. Of the rural high schools 61 offer a four-years course of study, and have in the fourth year an enrollment of 455 pupils. Forty-two of the city high schools have a four-years course of study and report an enrollment in the fourth year of 688. Twenty-three private high schools have a four-years course of study with an enrollment in the fourth year of 512. In all the State has 126 four-year high schools with an enrollment in the fourth year of 1,655 pupils. This is a very good showing when we remember that eight years ago there were no rural public high schools in the State, and that but very few city and private high schools were offering a four-years course of study beyond the prescribed work of the elementary school.

It is to be assumed that all these four-year schools are doing work of the type of the standard high schools of the country, and that, in a comparison of the high schools of the Southern States, North Carolina will be found to have in proportion to the number of her schools just as many schools in the first rank as any other Southern State. We have a right to expect this much and will not be satisfied with anything less.

A Comparison.

The only means we have at present of making a comparison of our schools with those of any other Southern State is by studying the list of the schools accredited by the Commission of the Association of Colleges and Secondary Schools of the Southern States. The list as published for the current year shows that 278 schools in the thirteen Southern States have come up to the standards set by the Commission and approved by the Association. On this list North Carolina has only 15 schools, 8 city public high schools, 7 private high schools and no rural public high schools. While North Carolina so far has gotten only 15 on the list, her sister States are credited with schools as follows: Virginia, 24; West Virginia, 42; Tennessee, 17; Kentucky, 22; South Carolina, 16; Georgia, 33; Florida, 25; Alabama, 21; Mississippi, 10; Arkansas, 9; Louisiana, 5; and Texas, 39. Of the States east of the Mississippi river, only one, Mississippi, has

fewer schools on the accredited list than North Carolina.

North Carolina is not behind because there are no more schools in the State that should be entitled to a place on the list. In 1914 North Carolina had 74 four-year high schools that employed three or more teachers each who gave all their time to high school work, 74 schools meeting the requirements of the Commission as to size and amount of work done. 34 of these schools were city high schools, 19 were rural schools. More schools in each class than the total number securing a place upon the list. Why do not all of these schools meet the requirements of the Commission and ask for a place upon the accredited list?

The Requirements to be Met.

The requirements are not very exacting. To secure a place on the accredited list a school must maintain a four-years course of study and employ at least three teachers who give all their time to high school work. Only schools employing as many as three teachers can maintain anything like a permanent organization. The Commission further requires that three-fourths of the teachers must have had four years of academic training beyond that offered by the school in which they expect to teach; that is, they must have graduated from one standard college. This is a moderate requirement that no community need hesitate exacting of its high school teachers, whether the school offers a two or a four-years course of study. Another requirement of the Commission is that the school must have a term of nine months. All the other requirements are matters of detail that will be found in the school employing only well-qualified teachers. Summed up the requirements are as follows: a nine-months school with a four-years course of study taught by teachers who have had sufficient training to fit them to do high school work.

The Commission does not prescribe the courses of study to be offered by high schools. It recognizes the fact that the needs of communities vary, and that every high school should adapt itself to the needs of the community that supports it. The Commission merely requires that the courses of study adopted shall be properly administered and effectively taught. The standards set up by the Commission are not to be regarded as standards applying only to college preparatory work, but as the standards that mark an efficient school.

Today there are fifty-nine high schools in North Carolina that ought to meet the requirements of the Commission within the next few months and be added to the State's list of accredited schools that will be published throughout the South next January. Many of these schools are not now on the list because they have not applied, many others not on the list can easily meet the requirements of the Commission by making some slight changes in the organization of their work, by adding two weeks or a month to their school term, or by employing better trained teachers than they have had in the past. If your school has a four-years course of study and employs three teachers it ought to be on the list, if it is not see that it gets on the list this year.

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

NORTH CAROLINA TEACHERS' READING CIRCLE, 1915-1916

By E. E. Sams, State Supervisor of Teacher Training.

List of Books and How to Get Them.

- I. Teaching the Common Branches, Charters, Houghton Mifflin Co., Boston -----\$1.20
- II. Geographic Influences in American History. Brigham, Ginn & Co., New York --\$1.00
- III. The Teaching of Geography in the Elementary School. Dodge & Kirchwey, Rand McNally & Co., Chicago -----\$0.90
- IV. How to Tell Stories to Children, Bryant. Houghton Mifflin Co., Boston -----\$0.95
- V. Stories to Tell to Children, Bryant. Houghton Mifflin Co., Boston -----\$0.95
- VI. North Carolina Education (in clubs of ten or more) -----\$0.50
- VII. Bulletins: (1) How To Teach Reading, (VIII) Outline Course of Study, (XXIII) How To Teach Spelling, (XI) Opening Exercises. Furnished free by the State Department of Education.

All of the books on the Reading Circle list can be obtained from Alfred Williams & Co., Raleigh, at the above prices, postpaid.

Arrangements have been made, however, by which county superintendents and dealers may order directly from the publisher in freight lots, freight prepaid, at the following prices:

- Charters' Teaching the Common Branches --\$1.05
 Bryant's How To Tell Stories to Children --\$0.80
 Bryant's Stories to Tell to Children -----\$0.80

In lots aggregating one hundred or more copies, shipped f. o. b. Boston or Atlanta, a further reduction is made:

- Charters' Teaching the Common Branches --\$0.95
 Bryant's How to Tell Stories to Children --\$0.75
 Bryant's Stories to Tell Children -----\$0.75

Geographic Influences in American History may be secured by the county superintendents in lots of ten or more on consignment at 90 cents per copy, express or freight prepaid.

A discount of ten per cent will be allowed superintendents ordering The Teaching of Geography in the Elementary Schools.

The Course Described.

In selecting the books for the Reading Course, it was thought advisable to retain on the list Brigham's "Geographic Influences in American History" and Dodge and Kirchwey's "The Teaching of Geography in the Elementary Schools." The books added this year are: "Teaching the Common Branches" (Charters), "How to Tell Stories to Children" (Bryant), "Stories to Tell to Children" (Bryant).

Teaching the Common Branches, Charters. Houghton Mifflin & Co., Boston.

The author says, "This book represents an attempt to write a simple text on the theory of teaching for students of teaching and for inexperienced teachers, particularly in rural schools. . . . While special attention is paid to those modifica-

tions that are necessary because of the lack of time in rural schools, yet the author believes that the text will be of value to all teachers, whether in rural or graded schools.

The order of the subjects in the first fifteen chapters was determined according to the teaching process most clearly exemplified therein. Spelling was selected as the first because it is essentially a drill subject, and hence easy to demonstrate to beginners. In this subject drill is emphasized. In reading, appreciation is emphasized; in drawing an easy correlation with other subjects; in geography, the use of imagination; in arithmetic, the developing method; in civics, a psychological organization based on practical problems. Developed in detail in one subject, the principles are then applied in the subjects following.

Each subject has been approached from the functional point of view.

How to Tell Stories to Children, and Stories to Tell Children, Sara Cone Bryant. Houghton Mifflin Company, Boston.

These books are companion volumes, the one supplementing the other. In the preface of the first the author says, "The stories which are given in the following pages are for the most part those which I have found to be best liked by the children to whom I have told these and others. I have tried to reproduce the form in which I actually tell them,—although that inevitably varies with every repetition,—feeling that it would be of greater value to another story-teller than a more closely literary form:

For the same reason, I have confined my statements of theory as to method, to those which reflect my own experience; my "rules" were drawn from introspection, at the urging of others, long after the instinctive method they exemplify had become habitual.

These facts are the basis of my hope that the book may be of use to those who have much to do with children.

In the preface to the second, the author says, "This little book came into being at the instance of my teaching friends all over this country. Their requests for more stories of the kind which were given in 'How to Tell Stories to Children', and especially their urging that the stories they liked, in my telling, should be set down in print, seemed to justify the hope that the collection would be genuinely useful to them."

Geographic Influences In American History. Brigham. Ginn & Co. Price, \$1.00.

This book has been on the reading circle list in many of the States and has been a very popular book. In it the author has combined the materials of American history and geography. The study of this book will produce an increased interest in both

history and geography, and will bring about a closer correlation of these subjects.

The Teaching of Geography in the Elementary Schools. Dodge & Kirchwey. Rand McNally Co.

"This book is the outgrowth of a number of years' experience in helping prepare teachers for work in elementary schools or for positions as critic teachers in normal schools, and is an attempt to organize the underlying principles which, from the standpoint of good geography and good teaching, are necessary before one can effectually attack the problem of framing a course of study in geography for elementary schools or of teaching any phase of this related whole. The authors have no plea to offer for a certain way of doing things which shall be applicable to all grades. They have tried to view the problem, first, from the standpoint of what good geography is; second, from the standpoint of what special problems in teaching geography offer, differing from the problems in other fields; and third, so as to see how the principles laid down by the expert geographer and educational expert can be made to meet practical needs in geography work and secure valuable training."

North Carolina Education.—Teachers who belong to the Reading Circle will be required, as heretofore, to become regular readers of this valuable educational journal. This journal has always aimed to be of immediate help to North Carolina teachers, and it has realized this aim more closely year by year. Articles will appear each month covering every phase of the Reading Circle work, while special reports will be given showing how the various teachers' associations are using the books of the course in their programs. Other interesting features of these teachers' meetings will be reported. By this means a dissemination of the best educational ideas and practices will be effected, making our educational paper indispensable alike to the teacher and the county superintendent.

Review.—It is expected that the teachers will keep in constant review Hamilton's "The Recitation," McMurry's "How to Study," Colgrove's "The Teacher and the School," and O'Shea's "Everyday Problems in Teaching." These books are too valuable to be cast aside after a mere cursory reading. The teacher should know them intimately. For various reasons too scant attention was paid them in the teachers' meetings. It would be a good idea to have the "model" lessons given in these meetings so planned as to illustrate the principles laid down in these books, especially in *The Recitation* and in *How to Study*. In other words, the review above indicated should be as concrete as possible. For instance, how does a given recitation or lesson illustrate **Preparation**, or **Presentation**, or **Special Aims**, or **Supplementing the Thought of the Author**, or **Judging the Worth of Ideas**, or **Application**, or **How to Use Ideas**, or **Teaching Pupils to Think**. The teacher should be as familiar with these terms and what they mean as with the multiplication table; and it is only by constant review and use that this can be accomplished.

Diplomas.—Those teachers who complete the course for the ensuing year and who have completed the course for any three years preceding,

will be entitled to a diploma from the State Department of Education. County superintendents as well as teachers should keep this in mind. A bona fide list of the teachers deserving diplomas in any county will have to be sent by the county superintendent to the Supervisor of Teacher-Training in Raleigh. Upon receipt of this list, a diploma will be sent to each teacher, signed by the State Superintendent of Public Instruction and the Supervisor of Teacher-Training, with a blank left for the signature of the county superintendent. The diplomas will be attractive in form and will be a certificate, to the owner, of a certain amount of professional training. Since professional training is getting to be so much in demand, the diplomas should be worth while to those who get them.

Certificates.—At the end of the pamphlet will be found a perforated sheet containing two blank certificates, one for enrollment, the other showing that the course for the year has been satisfactorily completed. When the enrollment blank is filled out it should remain with the county superintendent until the end of the term; then, when the teacher has satisfactorily completed the course, the county superintendent will fill out the second blank and give it to the teacher. When the teacher has obtained four of these certificates a diploma will be issued to that teacher by the State Department of Education.

Correspondence Course.—The Peabody School of Education of the University of North Carolina offers a correspondence course for teachers covering the Reading Circle course in addition to other work. Arrangements have been made to give credit on the Reading Circle course for the same work satisfactorily completed in this correspondence course.

For information and a description of the correspondence course, write to Dr. L. A. Williams, Chapel Hill, N. C.

THE NATION'S SCHOOL BILL.

The cost of education for the year, as estimated by the United States Bureau of Education was \$750,000,000. "This three-quarters of a billion is a relatively small amount when compared with other items in the public expense," declares the report. "It is less by \$300,000,000 than the cost of running the Federal Government; it is less than one-third the nation's expenditure for alcoholic liquors; it is only a little over three times the estimated cost of admissions to moving-picture theaters in the United States for the same year. Measured in terms of products of the soil, the United States spent somewhat more for education in 1914 than the value of the cotton crop, somewhat less than the value of its wheat crop, and less than half the value of the annual harvest of corn; while the nation's bill for education was less by nearly a hundred millions than the value of the exports from the harbor of New York in the calendar year just passed."

There are over 18,000 regularly established libraries in the United States, containing more than 75,000,000 volumes, according to statistics just compiled by the United States Bureau of Education. The number of volumes is an increase of 20,000,000 since 1908.

News and Comment About Books

NOTES AND COMMENT.

Have you read any book this summer that helped you to enjoy either your rest or your work? If so, tell other readers about it.

¶ ¶ ¶

Why shouldn't the Reading Course this year be the most interesting and profitable one the teachers of the State have ever studied? It will be, if every one gets into the work promptly and with enthusiasm. You can get out of it a little more than you put in, if everybody contributes his share of ideas on the exchange basis. Try it.

¶ ¶ ¶

Do not forget that only a few copies of Brooks's North Carolina Poems now remain in the publisher's hands. It is the latest collection of our native verse, giving 102 poems from 37 authors, and contains useful notes and biographical sketches, adapting it readily to class purposes. Many of the poems throw light upon North Carolina history and geography and not a few make highly suitable recitations. It is a desirable collection and may be ordered from North Carolina Education, Raleigh, N. C., in bright cloth binding for \$1, or in paper covers at 50 cents. Only a few copies are now left.

¶ ¶ ¶

Mr. C. B. Riddle, of Elon College, has written an abridgment of his book, "College Men Without Money", and is sending it out at cost, that being ten cents a copy. He is doing this to inspire young men and women to seek a college education regardless of financial conditions. The abridgment is dedicated to "that unlimited number of ambitious young men and women who are in search of education's holy grail with meagre means", and contains the likeness and autograph of the author. We trust that many readers will find it helpful to take advantage of this offer. Send all orders to Mr. Riddle at Elon College, N. C.

¶ ¶ ¶

The farm paper, the county papers, and the Bible furnish text-books in many of the moonlight schools, but we are glad to see that a series of readers is now in course of preparation to meet this very need of grown

up people. The first book is now ready and costs only twenty cents. It is attractively illustrated, has simple lessons on subjects of interest to men and women on the farm—such subjects as reading and writing, roads, cattle, taxes, cooking, plowing, corn clubs, tomato clubs, and a few lessons from the Bible—and is prepared by Cora Wilson Stewart, President of the Kentucky Illiteracy Commission. It is published by the B. F. Johnson Publishing Company, of Richmond, Va.

¶ ¶ ¶

Everybody who takes part in public meetings should know something about the rules of parliamentary procedure. This includes teachers, of course, and their pupils, of course, also. To facilitate the understanding of such rules, there have happily just come from the press two publications which we wish to commend to all our readers. They are Robert's Rules of Order Revised, described elsewhere, and Anderson's Parliamentary Law Charts, by Mrs. Wm. Anderson, Pittsburg, Pa. These charts are 34x42 inches in size and are printed on cloth. They may be read across a 30-foot room, showing instantly whether an act is in order. The set consists of three charts based on Robert's Rules of Order and costs \$5. With these helps a teacher could do much toward helping the coming generation to save a lot of time in its meetings of all kinds.

BOOK NOTICES.

Index to Short Stories. By Grace E. Salisbury, Librarian, and Marie E. Beckwith Kindergarten Director, State Normal School, Whitewater, Wis. Cloth, 118 pages. Price 50 cents. Row, Peterson & Co., Chicago, Ill.

A useful little book for teachers, containing a list of 2,500 five-minute stories taken from 100 books commonly found in libraries. A list of the books, with publisher and price, is given to aid those who may wish to obtain any of them.

Outlines and Summaries: A Handbook for the Analysis of Expository Essays. By Norman Foerster, Assistant professor of English in the University of North Carolina. Paper, 105 pages. Price, 35 cents. Henry Holt & Company, New York.

Designed for use with "Essays for College Men." Extremely helpful in the making of outlines and summaries, affording discipline also in learning to read intelligently and in grasping the larger thought of a discourse. The author's discussion of his method, most interesting and helpful, is followed by two or three essays actually outlined and summarized.

Lyons' Bookkeeping Complete. By J. A. Lyons and Walter L. Read. Cloth, 216+xix pages. Price \$.. Lyons & Carnahan, Chicago, Ill.

Double entry is taught in the body of this work, single entry in an appendix of 17 pages. The transactions are based upon business papers but before each of the principal sets using business papers, there is a shorter section devoted to the principles of the accounting that is to be followed, so that no business practice is attempted until the student has learned something of the principles he is to employ. The book was written for beginners and seems to be well adapted to successful use.

Selected Letters. By Stella Stewart Center, Instructor in English, Julia Richman High School, New York City. Merrill's English Texts. Cloth, 277 pages. Price, 40 cents. Charles E. Merrill Company, New York.

This text is excellently printed in clear type on good paper and is neatly bound. The eighty-five selections range from Madam de Sevigne and Addison to Robert E. Lee and Lafcadio Hearn. An interesting essay on "The Letter in Literature" and suggestions for study and composition are informing and helpful, and there are also biographical and other notes and a bibliography of decided value to the student.

Farm Management. By Andrew Ross, Professor of Agriculture, etc., in the University of Minnesota. Cloth, 236 pages, 90 cents. Lyons & Carnahan, Chicago, Ill.

A small but fine text-book for use in the study of farm management; but it is so well ordered and practical that it will prove useful to many farmers. The business side of farming, types of farming, choosing a farm, planning a farm, rotation, the soil, equipment, live stock, labor, improvements, cost of products, farm records—these are some of the subjects of the seventeen interesting chapters. Numerous suitable illustrations, an appendix of useful tables and a good index enhance the value of the book.

Composition and Rhetoric. By Charles Swain Thomas, A.M., Will David Howe, Ph.D., and Zela O'Hair.

New edition. Cloth, 517 pages. Price, \$1.00. Longmans, Green & Company, New York N. Y.

Intended to help the student to write freely, clearly, interestingly, and forcefully, not to train young writers in the finer graces of language. Striking features are the simplicity, clearness, and very interesting character of the instruction, the abundance of illustrative material and the practical nature of the practice work. First issued in August, 1908, this book has since run through seven printings—one each year—a significant testimony to its value and popularity in active class work.

The Practical Use of Books and Libraries: An Elementary Manual. By Gilbert O. Ward. Library buckram, 104 pages. Price, \$1.00. Boston Book Company, Boston, Mass.

This is a new and enlarged edition of a very serviceable book for the elementary instruction of young persons, such as high school students and library apprentices, who are only beginners in the use of books and libraries. It defines and explains the printed parts of a book and the card catalogue in the library; a chapter is given to the numbering and arranging of books and another to reference books; the subjects of other chapters are Magazines, the Use of the Library in Debating, and Buying Books.

Short Stories. Selected and edited by Leonard B. Moulton, teacher of English in the High School of Commerce, Boston. Riverside Literature Series. Cloth, 246 pages. Price, 40 cents. Houghton, Mifflin & Company, Boston, Mass.

Since the stories in this collection have been chosen, as far as possible, "for their portrayal of healthy human experiences", none of Poe's horrible tales and almost none of those commonly found in books of short stories are here included. Most of them are taken from recent writers, fresh, healthy stories that are likely to interest boys and girls in the high school course while furnishing exceptionally good literary models for study. There is an excellent introduction, and each story is followed by suggestions for study.

Rational Athletics for Boys. By Frederick J. Reilly, Principal of Public School 33, The Bronx, New York City. Cloth. Illustrated, with 29 half-tone photographs. Price 90 cents. D. C. Heath & Company, Boston, Mass.

Are most of your boys athletes, or merely rooters for a picked team? This timely little book is for "giving all the boys a chance." Such a system is needed, for a system that reaches only those who are naturally strong and vigorous does not meet rational present-day requirements.

The plan here presented has been tested three years in successful daily practice in the gymnasium and playground of a New York City public school. If teachers wish to give every one of their boys the equal opportunity in athletics to which they are entitled, let them adopt the plan of "Rational Athletics for Boys."

W. F. M.

A Text-book of Grasses: With Especial Reference to the Economic Species of the United States. By A. S. Hitchcock, Systematic Agrostologist, U. S. Department of Agriculture, etc. Cloth, xvii+276 pages. Price, \$1.50. The Macmillan Company, New York.

This is a new book on grasses, giving special attention to those of the United States. The chief emphasis is laid upon the study of the kinds of grasses, but their economic uses are studied in the first third of the book. The clovers and a few other forage plants that are not grasses are referred to in classifying the foreign plants and their uses. The illustrations consist of 63 drawings, mainly for botanical purposes, and a good working index makes conveniently available the information on any subject discussed.

The True Literary Map of the British Isles. By Blanche L. True. Size 46x66. Mounted on cloth, with molding at top and bottom. Price, \$6.25. Rand McNally & Company, Chicago and New York.

The British Isles present a literary realm than which no temporal power is more glorious. On highway and byway, by stream and mere, in the vale and on the highland—everywhere in the verdant isles—are hallowed spots made sacred by the life and writings of literary men or by great historical events. These naturally would not be found on an ordinary political map. In this highest achievement in map making the selection of names from the vast field of English literature has been accomplished by an American teacher of long experience and keen discernment. A keyed index on the margin enables quick location of every name.

The Making of Men. By W. A. Harper, LL.D., President of Elon College, Elon, N. C. Cloth, 173 pages. Price, 75 cents postpaid. Christian Publishing Association, Dayton, O.

Twelve fine addresses make up this attractive little volume. They were delivered by their eloquent and scholarly author in the course of his duties as the head of Elon College, and in this form they deservedly reach a still wider audience. The subjects are as follows: (1) The Making of Men, (2) The Crises of Life, (3) The Safety of Young People,

(4) Coveting the Best Gifts, (5) The Soul's Most Serious Question, (6) Striving for the Mastery, (7) The More Abundant Life, (8) The Ingredients of True Living, (9) Life's Basic Principles, (10) The Use of Talent, (11) The Contributions of College Life, (12) Achieving Manhood's Goal.

Written English: A Course of Lessons in the main Things to Know in Order to Write English Correctly. By Edwin C. Woolley, Ph. D., author of "Handbook of Composition", and "The Mechanics of Writing." Cloth, 320 pages. Price, \$1.00. D. C. Heath & Company, Boston, Mass.

The author's object is to teach students to write correctly. No attempt is made to teach them any fancy things about self-expression or literary twists. He does not bother about stunning architectural trickery in the roof, but the author is tremendously concerned that the pupils shall make a roof that will not leak. Diligent adherence to "the main things to know" marks the book throughout. Manuscript arrangement, grammatical correctness, punctuation, spelling and conventional usage in letter-writing are all treated in a way to be mastered readily by most first-year classes in secondary schools.

Wealth from the Soil. By C. C. Bowsfield, author of "Making the Farm Boy." Cloth, 319 pages, \$1. Forbes & Company, 443 South Dearborn street, Chicago, Ill.

The modern appeal to town and city people to get back to the soil will be strengthened by this book. It tells them what to do after they get there and tells it in an interesting and engaging manner. The same author's "Making the Farm Pay" was reported by the New York Public Library some months after publication to be one of the six non-fiction books most frequently called for by readers, and we shall not be surprised to learn that this present volume wins a similar popularity. It is designed to help instead of mislead, and there is scarcely a chapter that does not contain value for the new seeker after wealth from the soil. The volume would be much improved by numbering the chapters and providing a full index of all the topics treated.

A Book of Prose Narratives. Chosen and edited by Chauncey Wetmore Wells, Associate Professor in the University of California. Cloth, 301 pages. Price, \$1.25. Ginn & Company, Boston, Mass.

Models for college freshmen or high school seniors. No stories; selections are out of the common run but are not wanting in charm. The story of Elijah is taken from the Bible; the Mabinogion furnishes

"Maxen's Dream" and Sir Thomas Malory "The Sangrael"—these being three of the five legendary selections, Herodotus, Froissart, Macaulay, Motley, and Froude furnish five of the nine historical narratives. Pliny the younger, Froissart Defoe, Borrow, Hazlitt and Stevenson furnish seven of the eleven narratives of intimate history. An appendix gives a brief list of books on the "Art of the Narrative" and a larger one of books for supplementary reading.

Business English and Correspondence. By Roy Davis, Instructor in English in the Mechanics Art High School, Boston, and Clarence H. Lingham. Cloth, 310 pages. Price, \$1.00. Ginn & Company, Boston, Mass.

To enable the pupil to write correct English and turn this ability to practical use in the purpose of this book. It was made after consultation with many business men and teachers of English as to what should be included. The first third of the book is devoted to grammar, punctuation, spelling and the use of words. The latter portion of 200 pages embraces instruction and practice work in the principles of composition and in writing letters of application, buying letters, selling letters, friendly letters, collection letters and advertisements. The book is intended for use in secondary and commercial schools and has already been widely adopted.

Pushing to the Front, or Success Under Difficulties. By Orison Swett Marden, author of "Peace, Power, and Plenty", "Every man a King", etc. Cloth, 312 pages. Price, \$1.10 postpaid. Thomas Y. Crowell & Company, New York, N. Y.

This is described as "a book of inspiration and encouragement to all who are struggling for self-elevation along the paths of knowledge and of duty." It seems to push itself to the front wherever it goes. It has been translated into a number of foreign tongues. Six different editions have been issued in Japan, where it is used in the schools. The Prime Minister of one of the South American Republics has ordered that "Pushing to the Front" be admitted free of duty, on the ground that no obstruction should be put in the way of what he considered a civilization builder. The President of the Republic of Guatemala has ordered 9,000 copies of the Spanish editions for distribution among the youth of his country.

Counting and Table Drill Book. By Mary A. Ward, Principal of Public School 137, Brooklyn, N. Y., and Benjamin Veit, Superintendent of Schools, Brooklyn, N. Y. Cloth, 112

pages. 28 cents. D. C. Heath & Co., Boston, New York, Chicago.

This book may be effectively used wherever and whenever the fundamentals of arithmetic are not thoroughly mastered, whether in the third or fourth years, or in the latter grades. It provides the teacher a means of thorough and varied drill without the labor of placing drill devices on the blackboard. It provides the parent with a means of helping his child at home. It provides the child who is absent with a means of keeping up with his class. It affords the backward child a means of perfecting himself in the fundamentals of arithmetic. It develops simply and clearly the multiplication and division tables and, in connection with them, the finding of fractional parts of numbers.

The Essentials of Agriculture. By Henry Jackson Waters, President of the State Agricultural College of Kansas. Cloth, x×455xxxxiv pages, illustrated, partly in color. Price, \$1.25. Ginn & Company, Boston, Mass.

Dealing with the essentials, this text-book is for the entire country, designed to be as useful in Maine as in Texas, as good on sheep as on cotton. As a text on the business of farming, it presents soundly and adequately the elementary scientific principles, and all the while sticks close to the soil, the barn, and the balance sheet. It is as handsome a text-book as one could desire in any branch, beautifully printed on extra good book-paper and illustrated with over 250 pictures, cuts, and charts, three of them being full page color plates. Each chapter is followed by questions, exercises, and references, and useful appendices and an index completes the equipment of this remarkably fine new text-book in agriculture.

The Art of Story-Writing. By J. Berg Esenwein, A.M., Litt.D., formerly Editor of Lippincott's Magazine, and May Davoren Chambers, A. M., Rockford College, Rockford, Illinois. Cloth, gilt top, 211 pages. Price, \$1.35 postpaid. The Home Correspondence School, Springfield, Mass.

Here is a book that puts theory to work. It is a method of instruction and practise in fiction-writing, from the simplest forms of anecdote and fable up to the modern short story. It introduces examples for study, for criticism, and for gaining suggestions; the principles of structure are deduced from these; questions and exercises stimulate thought, self-reliance, and inventiveness; the progressive arrangement lends the inspiration and enthusiasm of constant achievement to the learner. But the greatest of all, the pupil is taught, is invention. This

makes a fitting volume in "The Writer's Library"—a notable series of writers' helps edited and published by the Home Correspondence School, of Springfield, Mass.

Instruction in the Use of Books and Libraries. A Text-book for Normal Schools and Colleges. By Lucy E. Fay and Anne T. Eaton. Cloth, 449 pages. Price, \$2.25. The Boston Book Company, Boston, Mass.

The authors are librarian and assistant librarian in the University of Tennessee and instructors in library methods for teachers in the summer school of the South, and their book came from press last April. They have done pioneer work, and a most excellent piece of work it is, in preparing this time- and labor-saving text-book for normal school students of library methods. But there is scarcely a chapter in it that would seem dull to any real lover of books. Ten chapters treat of the use of books, eleven are devoted to the selection of books and children's literature, and ten to the administration of school libraries. An index makes readily accessible many but not all the topics discussed—"supplies" and "filing" for instance, having no place in the index. The book is beautifully printed in clear type on exceptionally fine white book paper.

Business English: A Practice Book. By Rose Buhlig, Lake High School, Chicago. Cloth, 381 pages. Price, \$1.10. D. C. Heath & Company, Boston, Mass.

The art of effective communications is one of the most powerful assets a person in business can have—it gets business when there is any to get. There are just two ways: by the spoken word and by the written word. To teach the boy or girl who contemplates a business course to speak and write in the most convincing and successful manner is the object of the author. Spelling, grammar, oral composition, written composition, letter-writing and business practice are all treated by an author that is alive to the finger tips in each subject. It is a book to inspire pupils to accuracy, to develop their powers of expression, and to employ their highest abilities in whatever business they undertake. The thousands of young people now at work as clerks, stenographers, salesman, and in other capacities should read, study and assimilate what is in this book; it would add to their satisfaction and, sooner or later, to their salaries.

Indian Legends. By Marion Foster Washburne. Illustrated by Frederick Richardson. Cloth, 144 pages. Price, 45 cents. Rand McNally & Company, Chicago and New York.

The seven myths which have been

gathered into this volume, for sixth- and seventh-grade pupils, reach down to the foundation of being and reveal the primitive life of a very early day. These legends contain the strange idea that life is bestowed by the wind that comes out of our mouths, and when it stops blowing we die. They relate the Navaho conception of the progression of the First Man and the First Woman through five worlds. They account for the sun's traversing the sky from east to west—warmed every morning in east, the place of fire, and carrying throughout the day a lighted torch which at the approach of night is extinguished in the Big Water. How man, through the use of fire, gained the mastery over ice, how music was made to voice the secrets of the heart, and similar proofs of the play of Indian imagination are found not only in the text, but actually live in Frederick Richardson's intense and sympathetic illustrations, eight of them being full page representations in rich colors.

The Art of Public Speaking. By J. Berg Esenwein and Dale Carnegie. Cloth, gilt top, 512 pages. Price, \$1.75 postpaid. The Home Correspondence School, Springfield, Mass.

This entirely new volume in Dr. Esenwein's remarkable series of books known as "The Writer's Library" is devoted not to written composition, but to the matter of speaking in public. It is not inaccurately designated as "an inspirational handbook of instruction for all who would become efficient public speakers." In their respective fields these two authors are recognized authorities: Dr. Esenwein as author of a number of books on the short story, as a distinguished lecturer and as formerly editor of *Lippincott's Magazine*, and Mr. Carnegie as a successful magazine writer and teacher of public speaking in the Y. M. C. A. Schools of New York and three or four other large cities. One thing that gives their method distinction is, that it seeks to magnify the will of the speaker, to give him mastery of all his faculties, and to tell him how to marshal and mass his materials so as to make his public utterance the most powerful and effective expression possible of his real self, thus making the profoundly important thing of self-development fundamental. It is difficult to estimate the value of a thorough study of the 500 teeming pages of this handbook, whether the student be speaker or writer.

Country Life Readers: First Book. By Cora Wilson Stewart, founder of moonlight schools and President of the Kentucky Illiteracy Commission. Illustrated. Cloth, 96 pages. Price,

20 cents. B. F. Johnson Publishing Company, Richmond, Va.

This is a first reading book for adult learners. Instead of the familiar "A cat", "I see a cat", "A cat and a rat", the first lesson starts off with "Can you read? Can you write? I can read," and so on. The picture shows the moon rising over a landscape containing a school-house in the edge of a wood, with father and mother and grandfather and grandmother, books in hand, following their children to school—a pretty cheerful looking scene. After a lesson or two, we come to "See my fat cattle" and "This is a silo"; further along is the picture of a check and "I have my money in the bank"; then come fruit and spraying, the tomato girl and the corn boy. We see "Jane and her tomatoes" and learn that her father plowed the land for her and that she got a prize. John, we learn, is a member of the corn club and it "gave John a prize of ten dollars." Bread, cooking dinner, potatoes, flowers, robber weeds and forest fires furnish other topics; and then come and extract from the Sermon on the Mount, parable of the growing seed, parable of the sower, and other selections from the Bible. This is not only a reading book, but a book of writing and spelling also. Good luck to all who study it, and may it fall into the hands of multitudes in the fifteen States now carrying on moonlight schools.

North Carolina Poems.

Do not forget that only a few copies of Brooks's North Carolina Poems now remain in the publisher's hands. It is the latest collection of our native verse, giving 102 poems from 37 authors, and contains useful notes and biographical sketches, adapting it readily to class purposes. Many of the poems throw light upon North Carolina history and geography and not a few make highly suitable recitations. It is a desirable collection and may be ordered from *North Carolina Education*, Raleigh, N. C., in bright cloth binding for \$1, or in paper covers at 50 cents. Only a few copies are now left.

Victor Records for September.

The first of a series of songs from Scott's *Lady of the Lake* is issued in the list of new educational records. The Victor Male Chorus gives a spirited rendition of "Hail to the Chief" to which a bagpipe prelude lends great interest. The other number is the "Ave Maria" sung by Lucy Isabelle Marsh with harp accompaniment. Miss Marsh also sings "When the Swallows Homeward Fly" and a flute obligato adds greatly to the beauty of this charming record. Reinald Werrenrath sings splendidly "The Ivy-Green",

and the Victor Military Band plays a Danish and a Hungarian folk dance.

Among the other records are two fine new marches from Conway's band, quite a number of popular songs, and Oley Speaks's "On the Road to Mandalay."

Every one who has a Victor or Victrola will find new enjoyment in hearing this music, and even those who haven't one of these instruments need not miss hearing some of these numbers, for any Victor dealer will be glad to play them upon request.

Consolidation and Progress in Johnston County.

The evidences of progress in Johnston County are: Ten fewer one-teacher schools than last year; five new special tax districts voted within the year; five new school houses built and several added rooms to old houses making room for extra teachers. These improvements refer to strictly rural schools. Selma has an election called for a \$40,000 bond issue with which to build a modern, well-equipped house. Benson has recently voted a \$30,000 bond issue and will have a new building for the school this coming session. Clayton has her splendid new \$30,000 building well on its way to completion. Wilson's Mills is building a dormitory. Kenly and Pine Level have new brick school buildings completed only last year.

Guilford County's Dormitories.

The most significant progress that has been made in Guilford County during the past year is a provision of dormitories at the farm-life schools. Four dormitories were erected during the past year in order to take care of those pupils who live so far from the high schools that they cannot come from home. These dormitories were built largely through bond issues. The amount of school bonds voted in Guilford County for rural schools during the past year has been \$30,500. A brick building which will cost about \$20,000 is now being erected at Jamestown to replace the wooden building which was burned last February.

We hope the day is not far distant when we will no longer build two-teacher schools. Building and equipping large high schools and using wagons for transportation is already being agitated in the county. We hope to try the wagon transportation system in a small way next fall. We have a small one-teacher school about four miles from one of our best four-teacher schools. It is our purpose to put a wagon there to take the children to the larger school.—Superintendent Darden in *News and Observer*.

State School News

SCHOOL NEWS BRIEFS.

Mr. R. C. Cox, who was superintendent of the graded school at Randleman last year, is now in charge of the preparatory department of Elon College, having taken up his new work the first of September.

Superintendent R. G. Kiser says that the public school teachers of Rowan are freely and voluntarily signing the pledge to give twelve lessons during the month of November in the effort to wipe out illiteracy among the county's adult population. Teachers of both races are enlisting in the work. No one who has yet been approached on the subject has refused to enlist.

In Iredell the County Board of Education is building new houses for the Barkley School on the Salisbury road, for districts two and three of Bethany Township (consolidated) on the Chipley Ford road, for the Duffie School, to take the place of the one that was burned, and for the colored people at Belmont. Some improvements will also be made on the high school building at Scotts.

The State Board of Examiners has authorized the issuance of over five hundred certificates to teachers in North Carolina. About two hundred of these certificates were issued without examination, the applicant having qualified by college training. Examinations were held in the various counties some time ago for these certificates and since then the members of the board have been grading the papers.

The trustees of the old Harmony camp ground, in Iredell, offered to give the county a deed to the remainder of the camp ground adjoining the State Farm Life School, about five acres, provided the board would put a new roof on the arbor and maintain it for public meetings. The board accepted. Mr. Tal. Stafford was re-elected director of the Harmony State Farm Life School and manager of the dormitory.

Superintendent Kinsey, of Lenoir County, is holding a five-days' conference of his teachers in Kinston. No outside experts take part. The teachers are discussing among themselves uniform methods, the courses of study, changes needed in the school law, the betterment work, school exhibits, and other topics relating to effective educational work in the county. Miss Hattie Parrott, the live assistant superintendent,

is in charge of the conferences on primary work.

Prof. F. H. Curtiss Comes to Raleigh.

As general manager for North Carolina of the Virginia School Supply Company, Prof. Frank H. Curtiss, lately of Reidsville, has come to Raleigh and for several weeks has had charge of the company's office in the Biblical Recorder Building on west Hargett Street. He is known and esteemed by the school men all over North Carolina, and his company is fortunate in securing him as manager of its business in this State. North Carolina Education takes occasion to give Prof. Curtiss welcome to Raleigh and to renew expressions of its good wishes both for him and for his enterprising company.

Worked Her Way and Led Her Class.

Miss Bessie Mull, daughter of J. C. Mull, keeper of the Cleveland County home, has proved that a girl can work her way through college as well as a boy who has the grit and determination. She graduated at Meredith last June, receiving the B. A. degree. During her four years in college she roomed in a cottage on the campus, did her own sewing and house-cleaning, and waited on the table at a boarding club and made the highest average of the twenty-two young ladies in her class. She received a prize also for not having missed a single college or Sunday-school duty in the entire four years. Miss Mull will teach in a Cleveland County high school next winter.—Statesville Landmark.

Alamance Leads in Canning Club Work.

The Rural Supervisor of White Schools last year in Alamance County had charge of the government canning work, and not only led the State, but also the entire South in production. The closest competitor was Etowah County, Alabama, that produced 46,533 cans. Alamance led with 55,165 cans, or 8,632 cans more than any other county in the South. Miss Mary Rice McCulloch, of Alamance County, a beautiful fourteen-year-old girl, is the champion canning girl of the South. She invested \$24.47 in her tenth of an acre and realized from her investment \$148.23.

Three-Teacher Schools in Washington County.

Washington County has a larger per cent of two and three-teacher schools, compared with the number

of schools in the county, than any other county in the State. With about two or three consolidations or one-teacher schools, every child in Washington County will be in easy reach of a two or three-teacher school. Already about 65 or 70 per cent of our county is covered with local tax districts. We have just divided a local tax district, putting one-half with Creswell, one of the best State high schools in Eastern North Carolina, and the other half with Cherry, a school with four teachers that has been doing a most excellent grade of work for the past several years.

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Wake County Conference on Education.

The Seventh Annual Conference of Wake County's educational forces was held August 28 in the new Farm Life School building at Wakelon. The county at large was well represented and several hundred persons were present.

Mr. L. J. Sears, Chairman of the County Board of Education, presided. Mr. D. F. Giles, the new County Superintendent, made what might be called his inaugural address. It was brief but full of points—indicated that he is already in touch with the work of the present and the plans for the future. He called upon the friends of education to recognize the double duty now imposed upon the schools—their duty inside the school building and their duty in the outside community.

Mr. Giles was followed by former Superintendent Z. V. Judd in a forceful address on the "Relationship of School and Community."

The Conference on School Betterment was in charge of Miss Edith Royster, the County Chairman, and interesting reports of progress and conditions were made. Mrs. E. E. Moffitt, the founder of the County Betterment Association, was present and spoke of the growth of the association with a pride which her hearers abundantly shared.

Mrs. Jane McKimmou and Mrs. Jacques Busbee spoke of the girls' canning activities and Mr. T. E. Browne of the boys' corn clubs. The canning club conference was in charge of Mrs. Busbee, and the reports of her agents read like the canned goods inventory of a wholesale grocery.

By a rising vote the entire conference pledged its co-operation in the moonlight school work.

Next year the conference will be held at Apex.

Teachers' Clubs in Johnston County.

Superintendent Royall of Johnston County says of his teachers clubs:

"That we might come into close touch with the work being done, and that the teachers might have the great advantage of seeing at first hand the best work being done in our schools, we organized the group plan of supervision. The group plan divides the schools of the county into twelve divisions. One division includes the ten village or town schools all of which have practically the same problem to solve. These meet once each month and in their different departments find work peculiarly suited to each.

"Our eighty-nine white schools in the rural districts are divided into eleven groups with a progressive two or three-teacher school as the group

center. Here once every school month all the teachers of that particular group gather and work out problems that are vital and perhaps peculiar to that special section. By means of these groups we have been able to keep in closer touch than ever before with various organizations affecting the school and community. This year we had community life clubs in more than half of our rural schools and we, also, had fourteen moonlight schools. Another phase of the school work that was new and far-reaching in its good effects this year was the health clubs organized for the purpose of teaching first-hand sanitation and health work in the various communities and that the county health officer might keep in close touch with health conditions all over the county. These health clubs did active organized work in more than half of our schools.

"The 106 members of the pig club, the 103 members of the corn club, and the 85 members of the canning club were secured through the schools. There are numbers of girls and women who are not members of any club that because of the work done through the schools are doing home canning."

Teachers' Homes and Men Teachers.

Probably the greatest service of the consolidated school to the teaching profession is that it extends opportunities to men teachers to re-enter the schools, says Mr. Harold W. Foght.

Every rural school in Denmark, to cite a European illustration, provides the teacher with a comfortable home, a well planned garden, and some-

times with larger tracts of land. The natural result is that the schools are taught by professional teachers of long tenure in the same community, four out of five being men, most of them married and rearing families. The well equipped consolidated schools are beginning to accomplish exactly this same thing for the United States.

Teachers' cottages should be erected in connection with all consolidated schools—and, for that matter, in connection with all rural schools. The principal, at least, should be paid by the year, and should be held responsible for the school plant twelve months out of the year. This will make for permanency and stability in school affairs. Moreover, the cottage should be supplied with land for a good garden to provide house needs with fruit and vegetables. The fields and plats should be under the principal's care all the time, including the summer months, and whatever net profits might accrue should be considered part of the teacher's income over and above the stipulated annual salary.

The Morehead school building, the oldest grammar school building in Durham, was destroyed by fire May 21. The origin of the fire is unknown. The building was valued at \$40,000. It carried only \$26,500 insurance.

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TRI-COUNTY SUMMER SCHOOL AT CHOWAN.

Practical Character of the Instruction, the Exchange of Ideas, the Social Program, and the Excellent Exhibits Were Notable Features—The Superintendents Greatly Pleased.

Messrs. Editors:—The tri-county institute that closed a four-weeks' session at Chowan College July 30, was the first to be organized in the manner that it was, and it was a decided success. It opened with 99 teachers, and at the close 150 teachers had been active students in the school. Many teachers were heard to say that they had gained more practical help in the Chowan summer school than in any similar school. The reason for this was the intensely practical character of the instruction. The matter given was always well adapted to the needs of rural schools.

Teachers were made to realize as they had never done before the value of exchanging ideas. They took quite an active part in the daily discussion of practical subjects.

A notable feature of the summer school was the division into sections of the teachers representing Northampton, Bertie and Hertford Counties. Each section was assigned topics of special interest to the counties they represented. The Northampton teachers discussed betterment work; and the Hertford teachers, What the Community Expects of a Teacher and the Bertie teachers showed the value of an exhibition of school work.

Moonlight schools work was presented and one hundred and six teachers were enrolled for the campaign against adult illiteracy.

On Tuesday, July 17, a model Friday afternoon exercise was given. The object of this was to indicate a plan for interesting the parents in the work of the school. The exercises consisted of songs, recitations, music, a summer school prophecy and the summer school will. A feature of this exercise was a Chowan summer school song composed by Miss Eunice Evans.

A story tellers' club was organized and met every evening on the lawn. This club added immensely to the social life of the summer school. Soon after the opening of the summer school, a "Get-Acquainted Social" was organized. This helped to establish good feeling among the teachers and was a genuine social pleasure. On Thursday evening, July 22, a very interesting debate was given by the summer school students.

An attractive feature of the summer school closing was the excellent exhibits of the work in drawing, paper cutting, geography and arithmetic.

Mrs. Green's exhibit in drawing attracted special attention. Miss Kelley's domestic science class made a creditable exhibit, which was greatly admired by visitors and teachers.

Resolutions were unanimously adopted by the teachers asking for the enactment of a law providing for the uniform examination and certification of teachers. Resolutions of appreciation of the good work of the faculty were likewise unanimously adopted.

The county superintendents of Northampton, Hertford and Bertie Counties are highly pleased with the work of the summer school and they will use every effort to make this a permanent feature of the school work of this section. This proposition has also the approval of a number of the leading educators of the State.

C. P.

For Moonlight School Campaign.

Twenty-seven teachers in the public schools of North Carolina have volunteered their services for work in the moonlight schools to be conducted in the State during the fall. The first company of volunteers was announced to Mr. W. C. Crosby, who is engineering the campaign, yesterday by Miss Mamie Griffin, of Goldsboro, now of the Brevard Summer School.

The volunteering teachers are: Professor Trowbridge, Brevard; Mr. V. D. Peek, Brevard; Mr. Niles Reece, Brevard; Mrs. Niles Reece, Brevard; Miss Ila Lee Sydnor, Brevard; Miss Alva Queen, Wolf Mountain; Miss Frances Adkins, Concord; Miss Mary Barrett, Concord; Miss Lenora Hipp, Charlotte; Miss Bertha Hipp, Charlotte; Mr. Victor Gillespie, Rosman; Miss Grace Gillespie, Rosman; Miss Besie Alexander, Cashens; Miss Mary Thomas, Cofield; Mr. Dolph French, Pisgah Forest; Mr. Garland Barrett, Pisgah Forest; Miss Mary Davenport, Winton; Mr. Jeter Matthews, Angura; Miss Alta Randall, Ellenboro; Miss Eddie Mae Vann, Como; Miss Myra Holleman, Ahoskie; Miss Allie Boyette, Peachland; Miss Dora Beck, Winston-Salem; Miss Sarah Shipman, Etowah; Miss Effie Matthews, Wolf Mountain; Miss Georgiana Logan, Rutherfordton; Miss Mamie Griffin, Goldsboro.

Berry O'Kelly School for the Colored Children.

Mr. L. J. Sears, chairman of the County Board of Education, was in conference with Mr. J. W. Stout, of J. W. Stout and Company, Sanford, contractors, for constructing the building for the Berry O'Kelly Training School at Method.

The building will be of brick and will contain about ten rooms. It will replace the present wooden building.

The structure will cost about \$10,000 and will be built by subscription. The excavation for the building has already been made.

This school for maintenance receives some appropriation from the Slater fund, disbursed through Dr. Dillard.

Chairman Sears is taking much interest in this school, which was founded by Berry O'Kelly, a merchant of Method and one of the leading colored men of the State. In the way of training teachers for the colored schools, Mr. Sears is confident that it will do a great work and that it is being conducted on the right lines.

New Hanover Lowest in Illiteracy.

According to Superintendent Catlett, "New Hanover County has the least amount of illiteracy in the State. However, under a promise made to Superintendent Joyner, an attempt was made to organize moonlight schools to reduce adult illiteracy. The success was, one negro school with an attendance of 35. It is not certain whether this was because of the negroes' natural propensity to be abroad at night or, to speak more charitably, because of their desire to do their part towards reducing the illiteracy of the census in the State. I did not attend a meeting, because I have never been able to learn how to keep awake late at night, not even with a corpse."

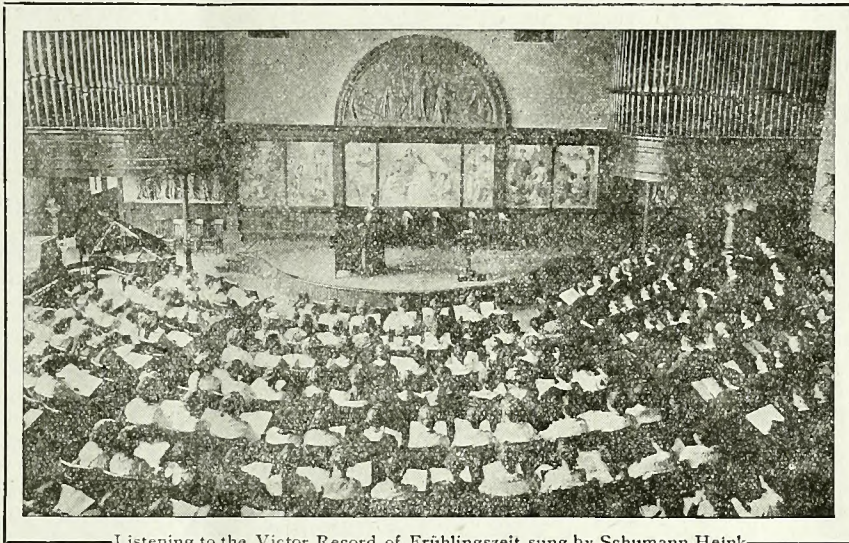
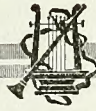
Ready to Build Schools.

The city commissioners of Greensboro will market the sixty thousand dollar issue of school bonds which were voted yesterday just as soon as possible. Plans have already been drawn for two new buildings. One of these will be on Bragg street opposite the present Asheboro street school, and the other will be for negroes and will be located on East Washington street. An addition is to be made to the West Lee Street School. Two new buildings will be erected in the northern part of the city, one in the Summit Avenue section and the other probably near the Simpson School.—News and Observer.

Elected Institute President.

At a meeting of the special committee named by the board of trustees of the Albemarle Normal and Industrial Institute to select a president to succeed Rev. Geo. H. Atkinson, resigned, Rev. G. Wilbur Shipley, pastor of Albemarle Presbyterian Church, was selected as president of the institute.

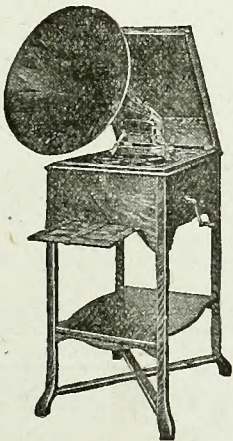
Miss Eva Rupert was elected a member of the faculty, her health being such that she could not accept the responsibilities of the lady principalship.



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Negroes Organize to Improve Rural Schools.

By invitation of Dr. A. M. Moore of Durham, a number of the leading business men of the negro race met in Winston-Salem, June 16, with the Negro State Teachers' Association and formed an organization for the improvement of the negro rural schools of the State.

The plan approved contemplates the following: (1) The organization of a public school improvement league in every school district in the State (2) the erection of a good public school building in every district; (3) an active, competent working teacher in every school in the State; (4) the patrons in every district co-operating with the county authorities to make the schools better; (5) to secure better salaries for competent teachers; (6) special tax voted in every school district for needed improvements; (7) to secure united effort on the part of all denominations for the improvement of public schools, rather than multiply denominational schools; (8) to wage a campaign throughout the State against preventable diseases; (9) to encourage united effort on the part of both white and colored to solve the problems of education, health, and mutual helpfulness each to the other; (10) to secure the appointment of an equitable number of Negro farm extension workers as provided for by the Smith-Lever bill; (11) to secure a more equitable division of the public school fund by reason of the impetus given to the schools by the self-help and sacrifice of the colored people themselves; (12) and to appoint a paid organizer to devote his entire time to push in every legitimate way the objects of the organization.

The following persons were made a committee to supervise and direct this work: Dr. J. B. Dudley, Greensboro; Dr. A. M. Moore, Durham, secretary-treasurer; John Merrick, Durham; Berry O'Kelly, Method; Col. James H. Young and Prof. C. H.

Boyer, Raleigh, and C. S. Brown, Winton. Professor Newbold and Professor Sams of the Department of Education, Raleigh, and Professor Coon, of Wilson, were made honorary members of this committee.

The money to finance this movement will be raised by this committee from the colored people of the State. Prior to the organization of this movement Dr. Moore had secured almost sufficient money to meet the expenses for the first year. To those conversant with the condition of the Negro rural schools no argument whatever is needed to convince of the necessity of such a movement. The committee hopes to have the cordial co-operation of all friends of the race and humanity, both white and colored, in this effort to give the black children of the State the advantage of improved rural schools.—News & Observer.

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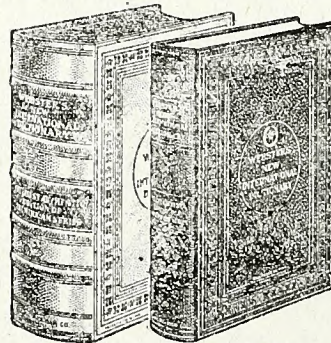
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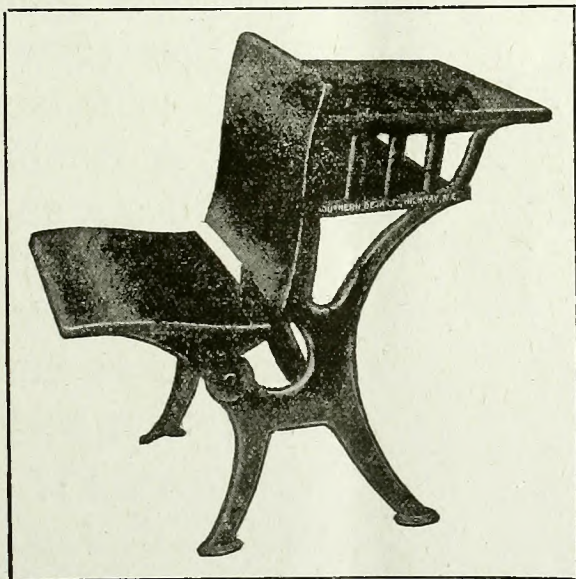
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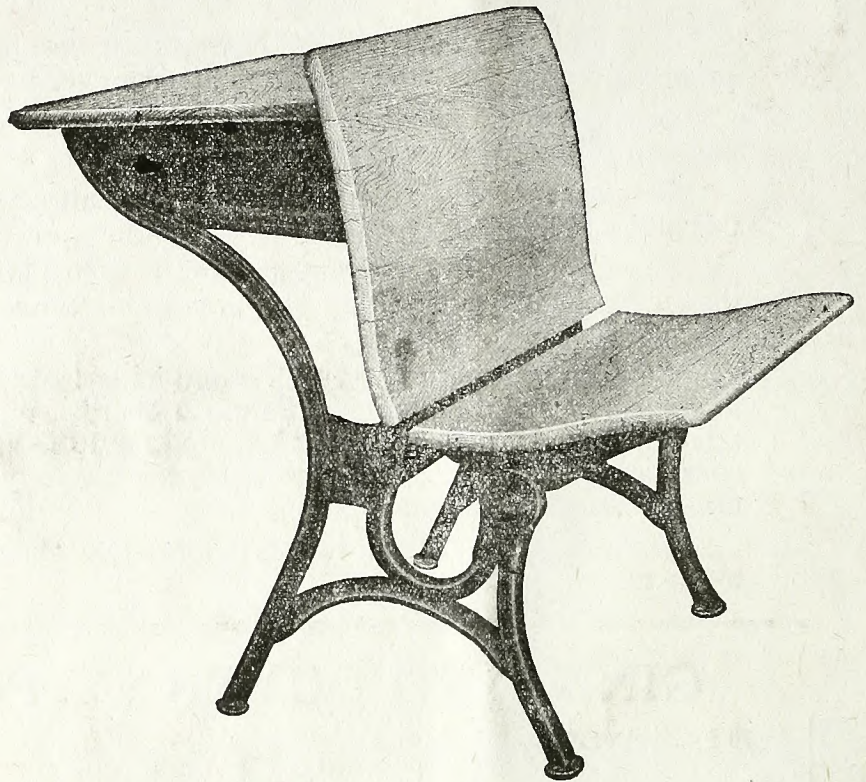
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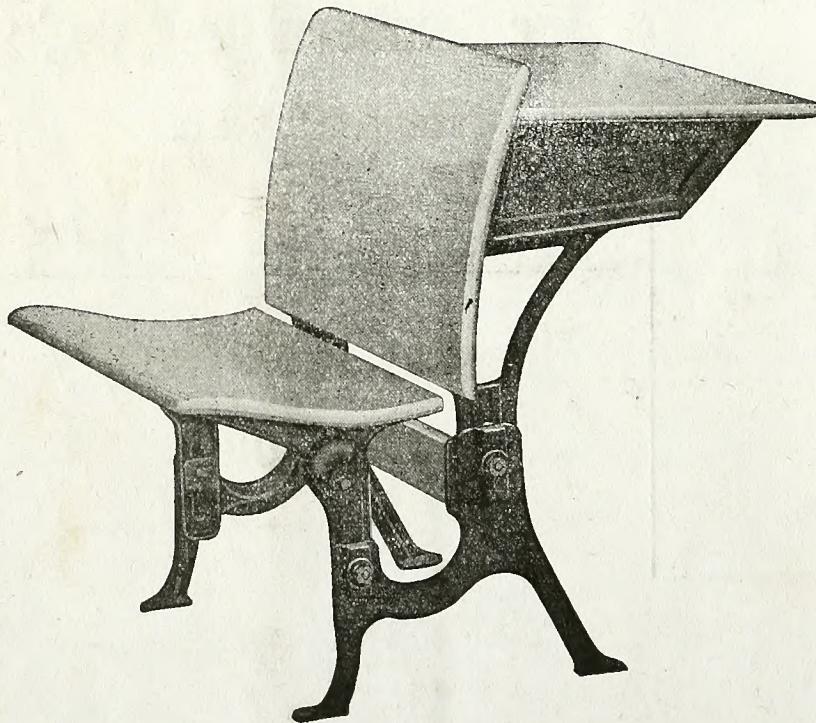
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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. X. No. 2.

RALEIGH, N. C., OCTOBER, 1915.

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A Vagabond Song

BY BLISS CARMAN.

*There is something in the Autumn that is nattie to my blood--
Touch of manner, hint of mood;
And my heart is like a rhyme,
With the yellow and the purple and the crimson keeping time.*

*The scarlet of the maples can shake me like a cry
Of bugles going by;
And my lonely spirit thrills
To see the frosty asters like smoke upon the hills.*

*There is something in October sets the gypsy blood astir;
We must rise and follow her
When from every hill of flame
She calls and calls each vagabond by name.*

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A PAGE OF BRIEFS, COMMENT, AND SUGGESTION

A WORD TO SUPERINTENDENTS.

The editor and publisher both will greatly appreciate your co-operation in getting all subscriptions started promptly. The Reading Circle course has already begun and we shall do our best to supply all subscribers with these lessons from the beginning. Encourage your teachers to subscribe now and begin with the September number. If the club you intend to make up is not ready, please write us at once, telling us how many copies to reserve.

Splendid lists, in some cases almost a clean sweep of the entire county, have already come in from Swain, Surry, Orange, Forsyth, Wilkes, McDowell, Chatham, Jackson, Lenoir, Buncombe, and other counties; but we earnestly covet a prompt beginning at the very start of the school year, by every one of the one hundred good counties of North Carolina.

NORTH CAROLINA EDUCATION IN ALASKA.

From Juneau, Alaska, under date of September 8, comes the following letter to **North Carolina Education** under the Government frank of the Alaska school service:

"I would appreciate one or more sample copies of your magazine, as I am trying to get my teachers interested in taking more professional papers. Enclosed you will find franked envelope for mailing."

This request came from Mr. W. G. Beattie, the District Superintendent. Of course the sample copies went promptly.

HELPFUL IN SOUTH CAROLINA, TOO.

From Anderson, S. C., comes this appreciated note, indicating a recognition of this journal's value to rural teachers that we greatly prize:

"Please send me a trial copy of your school magazine. The State Superintendent of Education, Mr. Swearingen, has recommended it to me as a periodical that will give me service in my work as principal of a rural graded school."

Are your school committeemen or directors reading **North Carolina Education**? It will make better school men of them; get them on the list, too.

Mrs. C. O. Small, of Siler City, keeps complete files of **North Carolina Education**. "I often need the back numbers for reference," she writes.

I appreciate the paper you publish. You are doing great good that I hope will continue.—T. B. Attmore, Superintendent Pamlico County.

A good book, whether of fiction or not, is one that leaves you further on than when you took it up. If, when you drop it, it drops you down in the same old spot, with no finer outlook, no clearer vision, no desire for that which is better, it is in no sense a good book.—Anne Warner.

THE TEACHER'S REAL ROLL BOOK.

How many teachers are using the real roll book the first day of school? This inquiry is prompted by a paragraph in the Wake County hand-book, which reads: "The first morning the names of all the children should be called, using the school census. Inquiry for the absent and personal messages of kindly interest would doubtless be valuable."

This is followed by a sentence that ought to be printed in big poster letters in every teacher's mind: "The teacher's field is measured by the census and not by the enrollment."

The teacher who lives up to that is sealing the doom of moonlight schools for adult illiteracy.

PRIMARY TEACHERS AND ADULT ILLITERACY.

The primary teachers of Wake County are fortunate to have such a hand-book of "Instructions" as that just prepared for them by Miss Edith Royster, the assistant superintendent. It is a carefully made and presentably appareled pamphlet of nearly 40 pages and is packed full of things to help a primary teacher do thorough and happy work. We shall probably print some other things from it later on, but now only this:

"Keep before you always that every adult illiterate in the State was once a boy whose primary teacher did not teach him the three R's. Shall we allow this to happen again?"

After one gets over wondering why all of these were boys, there's nothing in the world the matter with that patriotic admonition. The primary teachers can certainly do a great deal toward curing adult illiteracy by the preventive method.

PUTTING CIGARETTES AND KINFOLKS UNDER THE BAN.

The Board of Education of Iredell County, N. C., at a recent meeting passed a resolution "providing that no teacher of the county be allowed to smoke cigarettes during the school hours or on school grounds."

The Board of School Commissioners of Winston-Salem has adopted the following resolution: "After the session of 1915-1916, it shall be the policy of the Board of School Commissioners of Winston-Salem, not to employ as principal, supervisor or teacher in the city public schools any person closely related by blood or marriage to the Superintendent of schools or any member of the board." A second resolution declares the same policy in regard to employing teachers related to the principal or supervisor of the school in which they are to teach.

I find **North Carolina Education** very valuable in my work.—Miss Hannah J. Starr, Principal Olney Graded School.

NORTH CAROLINA EDUCATION

Vol. X. No. 2.

RALEIGH, N. C., OCTOBER, 1915.

Price: \$1 a Year.

A MODEL COMMUNITY IN THE MAKING

Salemburg, Sampson County, N. C., is attracting considerable attention at this time, because of its determination to become a model rural community, and what is being done in Salemburg could be done in every rural community in North Carolina. Mrs. W. J. Jones, of that community, writing in *The Educational Monthly*, says that the territory included in the community is twenty-five square miles, with a radius of two and one-half miles from Pineland School for Girls, which school serves as the center of woman's work. Salemburg is six miles from the railroad, and is peopled with purely anglo-saxons and negroes. There are one-hundred and twenty-five white families and fifty-two negro families. Ninety-five per cent of the population live on their own land and ninety-eight per cent make their living by farming. Hence these people are strictly rural.

Interest in Club Work.

"Immediately after the organization of the community in March, 1914, two experts, paid by the Rockefeller Sanitary Commission, came to us and took a survey of our people, going in the least detail as to inheritance, health, present conditions, etc. Special emphasis was placed on the sanitary conditions of the homes. Health meetings were held all over the village suggesting how the poor conditions might be made better by the expenditure of a little money. Ninety per cent of the white people co-operated with the suggestions and the improvements made were wonderful. Other clubs were organized such as Woman's Community Club, The Uplift Club, The Saturday Club, The Boy's Reading Club and The Fly Brigade for little boys. The splendid Farmer's Union already organized contributed its part most beautifully to the development of the farms and the general needs of the farmers of the community.

The interest taken by the women in this development work is marvelous. Every woman chooses the committee with which she feels she can do her best work. And under the direction of a live chairman each committee tries to make its work of the most service to the community. It is not an unusual sight to see women going from house to house in the interest of their committee. In these visits they forget to gossip or talk of their aches and pains. The sick are visited and nursed. A trained nurse is not needed here save for her skill. Substantial poundings are gotten up for the unfortunate. All the children of the community are encouraged to attend school. Where clothing and books are needed, these are supplied. The Industrial committee is active in helping the women to have better gardens, more and better chickens, better truck patches, and beautiful flowers around their homes. The roadsides are being ornamented with flowers and clover.

Work in Home Economics.

The Home Department of the Woman's Club is conducted by the Pineland girls and the girls of the village. These girls are being trained for com-

munity workers as well as for college entrance and teaching. They go by twos to homes where the mothers are not able to attend the club meetings and read to them of better cooking, simple dress-making and better babies. These women enjoy this and it is a source of education and training for the girls. Even today, work is being done on the village park where young and old will meet during the summer months in a real social spirit. One very enjoyable feature of our life is that there is no caste based on ancestry or financial standing. All who live right are recognized equally. During the winter months the spacious dining room at Pineland is used for community socials. The men and women who have taken no interest in social affairs since marriage, come to these occasions and enjoy them as they did twenty, thirty, and some even fifty years ago. The Domestic Science classes serve and prepare the refreshments.

Until the organization of this community our public school was low in its progress, now plans are being formed to erect a beautiful brick structure with modern equipment. Last but of greatest importance is the co-operative spirit we have in church life. The Missionary Baptist Church happens to be the geographical center of the community and its congregation represents the community folk. With its various and helpful organizations, the other denominations see no need of building other churches. This church is practically filled to its limit at every service. Strangers visiting our community remark on the large attendance at church and Sunday school.

Helping the Negroes.

The work of uplifting would be very incomplete should we leave out the negroes. The fifty-two families need our attention. The first and highest motive is that we may better their condition, secondly it must be done for protection. The women and girls have been organized into a club having for its object cleanliness around the home and better housekeeping within. Since this organization was started, a marked improvement has been clearly seen. We feel that this department of the work is going to mean a change in the lives of the rural negro.

GOOD THINGS NOT EQUALLY DIVIDED.

"Larry," said Mr. Greene to a good-natured Irishman who was working on a new building, "didn't you tell me once you had a brother who is a bishop?"

"Yis, sor," replied Larry.

"And you are a hod-carrier?" said Mr. Greene. "Well, the things of this life are not equally divided, are they, Larry?"

"No, sor," rejoined the Irishman, shouldering his hod and starting up the ladder. "Indade, they is not, sor. Poor felly! He couldn't do this to save his loife, sir!"—Raleigh Biblical Recorder.

STORIES FOR TEACHERS AND PUPILS

ROBERT SALLETTE.

By Charles A. McMurry, George Peabody College.

In Liberty County, Georgia, there lived during the Revolution a young patriot by the name of Robert Sallette. He was noted for his exploits in opposition to the tories. His name suggests that he may have been of the French Arcadians who had been expelled from their homes by the English. At any rate he bore no love to the English and they had good cause to fear him.

It is not known with certainty to what division or company of the American army he belonged. He appears to have been a sort of roving character, doing things in his own way, and engaged from time to time in the most reckless adventures.

His very name was such a terror to the tories, that they made plans to get him out of the way. One of the tories, a man of considerable wealth, offered a reward of one hundred guineas to any person who would bring him the head of Robert Sallette. The tory had never seen Sallette, but he was so eager to remove such a dangerous enemy that he offered a reward large enough to tempt some one to assassinate the daring partisan. No ordinary man would dare to attack Robert Sallette in the open.

When Sallette heard of this reward which was placed on his head, as if he were a criminal or a wild beast, he thought he would try to even up scores with the rich tory. He disguised himself as a farmer, and provided himself with a pumpkin, which he placed in a bag. With the bag swinging across his shoulder he crossed over the enemy's lines and made his way to the house of the tory. The very boldness with which he walked into danger took away suspicion.

Walking up to the door he gave the knocker a sharp rap and was invited into the comfortable sitting room of the tory gentleman. He deposited the bag on the floor beside him, the pumpkin striking the floor with a thump.

"I have brought you the head of Robert Sallette," said he, "I hear that you have offered a reward of one hundred guineas for it."

"Where is it?" said the tory.

"I have it with me," replied Sallette shaking loose end of the bag. "Count out the money and take the head."

The tory neither doubting nor suspecting, counted out the money and placed it on the table. "Now show me the head," said he. Sallette removed his hat, tapped himself on the forehead and said, "Here is the head of Robert Sallette."

The tory was so surprised and frightened that he jumped from his seat and sprang out of the room without waiting to get better acquainted with Sallette.

The latter turned to the table, pocketed the money and then quickly departed. He made his way in safety back to his friends.

PUPILS' READING CIRCLE OF GRANVILLE.

By Miss Mary G. Shotwell, School Supervisor.

The purpose of the Pupils' Reading Circle is to secure the careful reading of a number of good books at an age when the tastes and habits of the

children are formed. Teachers and school officials should co-operate to substitute good books for the trashy and vicious matter which too frequently falls into the hands of the boy and girl whose reading receives no direction. The only way to create a taste for good literature is to see to it that the right books are placed in the hands of the children.

To this extent there will be given at the next County Commencement a certificate to every boy and girl who satisfies his teacher that he has read six books in this year's reading course. The teacher must give some form of oral test to each child so as to determine whether or not he has read the book intelligently.

If there is no library in your school, secure through a well planned entertainment, an ice cream social or some other method, as much as \$10. The county and State will each give \$10 and in this way a \$30 library can be secured for your school.

Forty-six diplomas or certificates were presented at the last County Commencement in Granville and most of them were given to pupils from the smaller schools.

Books to be Read During 1914-1915.

Robinson Crusoe—Defoe. 40c. American Book Co., N. Y.

Little Lame Prince—Mulock. 30c. D. C. Heath Co., N. Y.

Little Men—Alcott. \$1.50. Little, Boston.

Uncle Remus' Stories—Harris. \$1.00. Houghton & Mifflin Co., N. Y.

With Lee in Virginia—Henty. 75c. Burt, N. Y.

Ways of Woodfolk—Long 50c. Ginn & Co., N. Y.

Heroes and Martyrs of Invention. \$1.00. Lee, N. Y.

Anderson's Fairy Tales. 45c. Rand, McNally Co., N. Y.

Grimm's Fairy Tales. 50c. MacMillan Co., Atlanta.

Hans Brinker—Dodge, \$1.50. Scribners' Sons, N. Y.

Life of Washington—Scudder, 40c. Rand, McNally Co., N. Y.

Colonial Children—Pratt. 40c. Educational Publishing Co., N. Y.

Two Little Confederates—Page. \$1.50. Scribner's Sons, N. Y.

With Wolf in Canada—Henty. 75c. Donohue, N. Y.

Green Mountain Boys—Thompson. 60c. Crowell & Co., N. Y.

Last Days of Pompeii—Lytton. 50c. Ginn & Co., N. Y.

Four American Naval Heroes—Beebe 50c. Werner, N. Y.

Scottish Chiefs—Porter. 75c. Macmillan Co., Atlanta.

Tale of Two Cities—Dickens. 50c. Houghton & Mifflin Co., N. Y.

Last of the Mohicans—Cooper. 45c. Ginn & Co., N. Y.

Bonnie Prince Charlie—Henty. 75c. Donohue, N. Y.

Last of the Barons—Lytton, 50c. Ginn & Co., N. Y.

All of these books can be purchased from Alfred Williams Company, Raleigh, N. C.

HISTORY STORIES FOR GRAMMAR GRADES

WHEN THE BRITISH CAPTURED WASHINGTON

By E. C. Brooks.

The battle of Bladenburg was fought on the morning of August 24, 1814. By four o'clock in the afternoon the last vestige of the American army had fled from the field. The British overcome with marching and fighting rested on the field for two hours, within plain view of the capitol which they would take within a few hours.

In the city the day had been one of intense excitement, anxiety and panic. Dolly Madison, the mistress of the White House, remained in the president's office, keeping guard over the public property and receiving from time to time brief dispatches from the president, who had gone to the front with the army when it was learned that the British were approaching the city. The last word she received from the president was on the afternoon of the twenty-third before the battle, announcing that the enemy was stronger than had been supposed, that Washington would probably be destroyed, and that she must be ready to flee at a moment's notice. After packing up all the cabinet papers and filling as many trunks as her carriage would hold she waited all night for the word to send them away, being fully determined not to go herself until Mr. Madison came. But no word came through the long night. Nothing was heard from President Madison. As soon as it was light, Mrs. Madison with spy-glass in hand scanned the country in every direction. She continued in this anxious state until noon when she heard the sound of cannon. It was not until three in the afternoon that she received another message. Two couriers covered with dust rushed in to bid her fly. A wagon load of valuable plate, jewelry and other household goods was hurried away for safe keeping. Mrs. Madison still refused to leave until the president should arrive, but friends put her in the carriage and drove away with her. They met the president at the lower bridge. He was fleeing into Virginia. She insisted on going with him, but the party persuaded her to go to the house of an acquaintance a few miles beyond Georgetown. The president, together with the secretary of navy and the attorney general fled into Virginia.

It was about six o'clock when the British entered the city. The first act was to burn the capitol, and then the troops passed down Pennsylvania Avenue to the president's house. When the troops had ransacked the room, the furniture was gathered in the parlor and the building was fired. The torch was next applied to the treasury and the navy yards. The great conflagration raged until midnight when a violent thunderstorm swept the city and checked it. All next day, however, the work of destruction was continued. But in the afternoon the British commander fearing the approach of another army withdrew from the city.

On the morning after the capture of the city Mrs. Madison was astir before sunrise, and, bidding farewell to her host, set out to find the little tavern where, it was understood, she was to meet the president. The woods and lanes were full of people flee-

ing from the city. Everything was in confusion, and everybody blamed the president for this trouble. Therefore, when Mrs. Madison reached the tavern which was already full of people, the people hurled abusive epithets at her and refused even to let her enter the tavern. Here was the wife of the president an outcast. Soon another thunderstorm broke and Mrs. Madison, after being thoroughly drenched, was permitted to enter the tavern to await the arrival of the president and his party.

It was late when the president arrived. But he was doomed to trouble again. About midnight a courier arrived with the information that this hiding place was known to the British who would soon be upon them, and the president fled at once to a little house in the woods where he waited for further news. Early next morning Mrs. Madison, in disguise, sought safety in the woods. But later hearing that the British had retreated, she hurried back and with difficulty, made her way into the city to the home of her sister.

The British army had hardly passed out of the city when a British fleet worked its way up the Potomac. The presence of a British force, however small, had now become so terrifying that at the first news of the coming of the fleet the officer in command of this fort blew it up and flew to Alexandria. He was doubtless trying to find the hiding place of the president, the secretary of war and navy, and the attorney general. In the meantime, the town authorities made terms with the captain of the fleet. They were informed that they must give up all naval and military stores, all their ships and ship furniture, and all their merchandise then in place together with all they had sent away for safety. Furthermore, they must supply the fleet with food at market price, and raise all vessels they had sunk to prevent capture. The people were so frightened that they accepted these terms and for three days vessels were carrying supplies down the river to be used by the British army.

The fleet, however, got excited and dropped down the river. In the meantime the British commander, in a battle down the river, was killed and the whole British force moved back to the Chesapeake, and sailed away to Jamaica with General Packenham in charge. The next expedition was to be against New Orleans.

The one heroic figure in the capture and burning of Washington was Dolly Madison, the wife of the President of the United States.

NORTH CAROLINA POEMS.

Do not forget that Brooks's North Carolina Poems is the latest collection of our native verse, that it gives 102 poems from 37 poets, has useful notes and biographical sketches, that many of these poems have not appeared in book form before and many others are out of print, that it costs only \$1.00 (or in paper covers, 50 cents), and that only a few copies now remain even at this price. Order now, addressing North Carolina Education, Raleigh, N. C.

SCHOOL ADMINISTRATION

THE JUNIOR SCHOOL.

Reorganization of education under the junior high school plan or something similar is definitely under way, according to Prof. T. H. Briggs, whose review of secondary education has just been issued by the U. S. Bureau of Education.

The junior high school has been defined "as an organization of grades 7 and 8 or 7 to 9 to provide means for individual differences, especially by an earlier introduction of prevocational work and of subjects usually taught in the high school." There are now 57 cities in the United States where junior high schools are organized in unmistakable form.

"One advantage claimed for the junior high school," declares Dr. Briggs, "is that it groups children so that subjects seldom taught in the grammar grades may be introduced, thereby giving each pupil a more intelligent understanding of the work of the world, of the possibilities in the subject and in the pupil himself.

"The junior high school also makes easier the transition of pupils to the high school. That the change between the elementary and the high school should be so sharp permits no justification of high school subjects and methods of teaching has greatly improved results, it is claimed.

"The junior high school has furthermore greatly decreased elimination of pupils from school. This elimination after the seventh, eighth, and ninth grades has been one of the greatest reproaches to our educational system. Any plan that promises to retain children in school beyond these grades is worthy of the most careful consideration."

The statistics given by Dr. Briggs show that a much larger per cent of students enter high school where junior high schools exist than before they were organized.

That the junior high school furnishes an opportunity for various needed reforms in instruction is Dr. Briggs. He points out that in the junior high school a course of study based on the newer principles of psychology, sociology, and economics, various provisions for individual differences, and especially an improved method of teaching, can now be introduced.

Los Angeles (Cal.) high school; Butte (Mont.) high school; Wisconsin high school, Madison, Wis.; and Horace Mann School, New York City, are cited as successfully organized junior high schools. "Los Angeles having far outstripped all other cities in developing them."

ELEMENTARY COURSE OF STUDY IN AGRICULTURE FOR OCTOBER AND NOVEMBER.

We are giving below twenty lessons each in cereals and in orchard fruit. This gives one lesson a day in each for two minutes. However, this might be made the basis of the course of study for the fall term.

I.—Corn.

1. Origin and development of corn.
2. Difference between ancient Indian corn and our corn.
3. Factors influencing yield, such as seed, general

condition or germination of stand, number of kernels to ear.

4. Report on stand of corn by pupils, and figures on the loss due to a poor stand.

5. Report on shortness of yield due to barren stalks.

6. Characteristics of a good corn plant and a typical ear.

8. With samples of ears of corn furnished by the class, discussion and description of ears, kernels, cob, etc., of corn ears.

9. Comparison of three ears of corn by teacher.

10. Judging of three ears by pupils, according to score card.

II.—Wheat.

11. Study of wheat.

12. Score wheat according to score card.

13. Wash out soft and hard wheat flour for gluten contents in each.

14. Score wheat four days.

15. Kind of seed wheat to sow.

16. Preparation of seed bed and sowing of wheat.

III.—Orchard Fruits

1. Kind of apples. Varieties named according to seasonal maturity.

2. Discussion of apples, as to sourness, sweetness. Each should be tested by sense of taste.

3. Description of trees as per outline on opposite side.

5. Description of apple fruit as per outline on opposite side.

6. Description of either a pear, cherry, plum, or peach tree as per outline on opposite side.

7. Distance apples, peach and pear trees, should be planted. Pupils find by measurement distances between trees,—their home garden.

8. Preparation of soil, planting of trees, and care of orchards. (Two lessons).

9. Pruning of fruit trees. An ideal shaped tree, etc.

10. Varieties of apples, peaches, pears, cherries. the final claim of the new movement, according to Plans for home orchard.

11. Discussion of kind of soils adapted to apple, peach and plum production.

12. Methods of grafting.

13. Enemies of orchards: codling moth, apple rust, worms.

14. How combat same: preparation of bordeaux mixture and arsenate of lead.

15. How combat worms in apple trees.

16. Discussion of blackberries, gooseberries, currants, raspberries, etc.

17. Care of strawberries.

18. Discussion of grapes.

19. Care of grapes, pruning, combating insects.

20. Review of work.



OLD AND NEW CURRICULA

With the opening of the school year the teachers in the public schools are brought face to face with the problems of the curriculum. It is too often, not a question for the teachers to decide for the best interests of the children and the community in the

use of a course of study, but a problem of using a course handed down to prepare students for final examinations and higher schools. All honor to the teacher and community that can conserve the best things in the old curriculum, and yet bring to the children the better things of the new. Here is a choice that the teachers of the common schools and our educational leaders must soon be making:

(1)	or	(2)
Reading		Nature-Study
Writing		Agriculture
Arithmetic		Household Science
Grammar		Music
Geography		Manual Arts
Spelling		Drawing
History		Play
Physiology		English
Algebra		Hygiene
		Elements of Arithmetic
		History and Civics.—Ex.

THE PROMOTION OF PUPILS

The problem of determining the fitness of a pupil for promotion is one which must be solved primarily by the teacher. The purpose of grading and promotion in our schools is not that of punishment or reward, but an intelligent, sensible assignment of a pupil to the place where he can do the best work. The teacher after having had a pupil in her class for a half-year, or a year with opportunities for the daily inspection of his recitations, and his written work in the different subjects, and for the observation of his physical characteristics and mental attitudes, ought to be better qualified than any one else to decide what is the best for the child. The teacher's judgment should of course be based upon a reasonable system of records and not upon mere temporary or spasmodic opinion. Any plan of promotion, however, that makes the teacher a slave to class-books, markings, and per cents is distinctly bad.

The determination of the promotion of a child is not a matter of adding and averaging percentages. The teacher should be permitted to recommend for promotion all pupils in her class about whose ability to do the work of the next grade there is no question. There will remain a certain number in each class whose cases should be considered by the teacher and the principal together. There will be an occasional pupil about whom the superintendent will be called into consultation. In all instances the question to be decided is, what is best for the child. Any plan which provides for an examination for the doubtful minority as a final test of what shall be done with them is an inexcusable dodging of professional responsibility. In the light of modern knowledge of the relation of physical to mental conditions it would be far better to call in the doctor and the specialist.

Due consideration should also be given to the physiological as well as the chronological age of the child, to his general health conditions and vital power to resist disease and fatigue, to the degree of mental maturity, and to habits in school attendance, study, and performance of assigned work. With our highly intellectualized notions of school work, and mechanical standards of measuring the progress of children, too much fuss has been made about scholastic marks and promotions. Re-classi-

fications and promotions should be brought about by normal and quiet methods without any upsetting or serious disturbance of the individual pupil and without any noticeable agitation of the school as a whole. The supreme aim in assigning a pupil to his place in a school system is to provide him with a maximum of opportunity. The assignment is a matter of judgment to be exercised by those best acquainted with the capabilities of the child. The teacher in consultation with the principal can most accurately and wisely determine when the pupil is prepared to advance to a higher grade.

THREE MONTHS' PROMOTION PLAN IN THE IRONTON SCHOOLS.

The Ironton, Ohio, schools are working under the plan of promoting every three months. The system has been in operation for the past year and material results are being brought about. There are three classes in her room; namely, A and B, or B and C, classes in every grade: A, B, and C. A represents the highest and best class. Every teacher has two classes in her room; namely, A and B, or B and C, or A and C.

In the first grade pupils have the privilege of entering at one of three stated periods. But no child is allowed to enter the first grade unless he is six years old on or previous to the beginning of the quarter in which he wishes to enter.

A minimum of 75 is required in each branch before promotion may take place. A pupil may take any two quarters in one if the teacher certifies to said pupil's ability.

Under this plan the bright child is not held back but is permitted to go from class to class as fast as he can do the work. The slow child, on the other hand, has three chances: a year to get the work, or each quarter's work is started three times a year.—Ohio Educational Monthly.

SCHOOL CREDIT FOR HOME WORK.

Washington is the first State to adopt a State plan of giving school credit for home work, the idea originated by L. R. Alderman, now city superintendent of Portland, Oregon. Four of Washington's counties, Clarke, Spokane, Cowlitz, and Pend-Orielle have worked out excellent county home credit cards, and over three hundred teachers used the plan in their school rooms last year. And now the new Washington course of study will contain regulations for granting credit to high school, and eighth grade pupils for work done at home.

Credit will be given high school pupils for time out in before or after school, or during school hours by special arrangement, on such subjects as live stock, feeding, dairying, poultry, husbandry, and allied household subjects. Two hours of farm work is to equal in value, on the school record, one hour of recitation. Records of the home work are to be kept as strictly as the school work. The application of the pupil to enroll in home project work must be accompanied by the application of the parent or guardian, also, with the statement that he understands the conditions, and agrees to provide the necessary land, live stock, implements, and household materials.

Fifty per cent of the eighth grade examination in agriculture and kindred subjects is to be based on a home project report.

School Room Methods and Devices.

A LESSON IN DRAWING.

By Miss Susie Fulghum.

A lesson in drawing should begin with an exercise in "rubbing color". But it should not include the use of more than three colors. Let children learn to rub color freely. In all object drawing have the objects before the class, placing them so that each pupil can see one plainly. A good way is to place boards across the front desks of alternate aisles. Put grasses or flowers in tubes half-filled with wet sand, and place on boards, so that the specimenas may stand upright. Background should be placed behind all studies of this kind. Sometimes a specimen is placed on each pupil's desk. Fruit, vegetables, and other objects are placed on boards across desks with suitable backgrounds. **Never** ask pupils to draw from a small object placed on the teacher's desk. Study object to be drawn, discuss size, shape, color, etc., freely with pupils, also decide upon the position of the object on the paper. Have large drawings. If the object has been modelled in clay by the pupils, the drawings will be much truer interpretations. Let the child feel that he is to draw just what he sees, that this is his opportunity to tell how the object looks to him. Just before the lesson begins, it is a good plan, to hold up before the class a drawing made from the object. This gives the children an idea of how it looks on a flat surface. Take the drawing away, and let the pupils draw from the object itself. As the teacher directs the lesson, she may walk up and down the aisles, asking questions which will lead the children to criticize their own drawings. After the lesson the drawings are displayed. The children select the ones they think best, giving their reasons for each choice.

Method to be Used When the Banana is the Object Drawn

Select fruit of good shape. The medium to be used is crayon, brown and yellow are needed. Use paper "6 x 9." Have boards across the front desks, place the banana on these with a dark brown background. A banana must be clearly seen by each pupil. The bananas are below the level of the eye in this lesson. Have the attention of the class concentrated on one banana and ask the following questions: Draw a line on the board the length of this banana. Which is the larger end? Which end curves more? Draw a line the width of the banana. Where shall we place the banana on the paper?

Hold up before the class a drawing of a banana. This gives them an idea of how the fruit looks on a flat surface. Take away the drawing and ask the children to look well at the banana in front of them and with their yellow crayon to draw the "line of direction". Continue to rub on the color until the form is gained.

The teacher walks up and down the aisles, asking questions which will lead the children to criticize their own drawings, and to correct their mistakes. Remember we want the child to draw what

he sees and we lead him to see correctly by these questions. The child's effort, however crude, is his own expression, and as such is invaluable. The brown crayon is now used to rub on the dark spots and lines seen on the fruit. The table lines may be put in by the teacher, children gradually learn to do this. The drawings are held up by rows, and the children choose the ones they think best, giving a reason for each choice.

MEMORY SELECTIONS FOR GRAMMAR GRADES.

He drew a circle an shut me out—
Heretic, rebel, a thing to flout.

But love and I had the wit to win:
We drew a circle that took him in.

—Edwin Markham.

"True worth is in being, not seeming—
In doing each day that goes by
Some little good—not in dreaming
Of great things to do by and by.
For whatever men say in blindness,
And spite of the fancies of youth,
There's nothing so kingly as kindness,
And nothing so royal as truth."

—Alice Cary.

"One ship goes east, another west,
By the selfsame winds that blow.
'Tis the set of the sail, and not the gale,
That determines the way they go.
Like the winds of the sea are the ways of Fate
As we voyage along through life.
'Tis the set of the soul that decides the goal,
And not the calm or strife."

—Ridell.

"It matters little where I was born,
If my parents were rich or poor;
Whether they shrank at the cold world's scorn,
Or walked in the pride of wealth secure;
But whether I live an honest man
And hold my integrity firm in my clutch,
I tell you, brother, plain as I am,
It matters much."

—From a Swedish poem.

SIMPLE LESSONS IN SCIENCE WITH EXPERIMENTS.

I.—Water.

Water is found in nearly all substances. It is found in all vegetables and animal structures, our bodies are more than half water.

Effects of Water—Water causes many things to swell; that is, it fills the pores or little places that contain air when the particles are dry, and makes these particles take up more space.

Experiment.—Whittle a dry pine plug so that it just fits a certain hole. Soak the plug over night. It will not fit the hole in the morning. A clothes-line shrinks—grows shorter but thicker; it expands side-ways.

Water causes seeds to swell and burst; seeds will not sprout in very dry soil.

.. **Experiment.**—Put grains of corn into moist soil, also some into soil that has been dried thoroughly. Keep the former moist, the latter dry. Notice how the corn in one swells and sprouts and in the other remains unchanged.

Water will soak through soil.

Experiment.—Fill with earth an old basin that has holes in the bottom. Pour water on the earth. After a time it will trickle down through the holes in the basin.

Water will work its way up as well as down.

Experiment.—Fill a vessel half full of water. Hang a strip of cloth over the edge of the vessel, one end in the water, the other hanging down over the outside. After a while, water will be seen dripping from the end of the cloth out of water. It has passed up over the edge of the vessel. If the cloth is damp when first placed the result will appear more quickly.

Rain is water that has been drawn up in very fine particles into the air from the earth's surface. These fine particles unite when cool to form drops which fall to the earth.—American Journal of Education.

* *

A GOOD EXERCISE IN WRITING SENTENCES FOR SECOND GRADE.

I have used the following sentences, written on cards, for busy work in language. Three of these sentences were written on each card, the cards distributed, and the pupils required to write each question and the answer in a complete statement, on slate or paper.

1. How many days in three weeks?
2. How many cousins have you?
3. In what city town) do you live?
4. How many feet have seven deer?
5. When does Christmas come?
6. How many months in a year and a half?
7. How many seasons are there?
8. How many ribs have you?
9. How many inches in a yard?
10. What are the three summer months?
11. How many bones in your little finger?
12. In what street is your school?
13. What are the three winter months?
14. What is the last day of the week?
15. How many windows in the schoolroom?
16. What are the three spring months?
17. What fruits have stones in them?
18. Of what do birds build nests?
19. How many ten-cent pieces in a dollar?
20. What are the three autumn months?—American Primary Teacher.

* *

A POEM TO BE STUDIED BY THE THIRD OR FOURTH GRADE.

The teacher should write this poem on the board and let it remain a day, or until the children have copied it in a note for this purpose.

Five Little Brothers.

Five little brothers set out together
To journey the livelong day,
In a curious carriage all made of leather
They hurried away, away!
One big brother and three quite small,
And one wee fellow, no size at all.

The carriage was dark and none too roomy,

And the wee one began to pout,

The five little brothers grew very gloomy

And the wee one began to pout,

Till the biggest one whispered, "What do you say?

Let's leave the carriage and run away!"

So out they scampered, the five together,

And off and away they sped—

When somebody found the carriage of leather,

Oh, my, how she shook her head!

'Twas her little boy's shoe, as every one knows,

And the five little brothers were five little toes.

—Ella Wheeler Wilcox.

Questions for the Teacher: (1) What is told in each stanza? Have the pupils to give subject of each. (2) Tell the story orally. (3) As a conclusion have the poem recited for expression.

When first taking up work of this nature the selections chosen should be those in which the paragraphing is clearly defined, the subject of each paragraph marked, the story idea pleasing and novel in order to arouse interest, and the dramatization effective. In this way the compositions with proper punctuation marks is the natural result. Do not always select poetry. The Great Stone Face is excellent for this work.—Adapted for School Education.

* *

A GOOD GEOGRAPHY LESSON.

What and Where are These?

1. The Maelstrom,
2. The Garden of the Gods.
3. The Jungfrau,
4. The Dry Tortugas,
5. The Golden Gate,
6. The Golden Horn,
7. Hell Gate,
8. The Giant's Causway,
9. The Landes,
10. The Spanish Main,
11. Hampton Roads,
12. The Bad Lands.—American Journal of Education.

TOUGH ON AUNT MARY.

There is a very stern Philadelphia woman who demands instant and unquestioning obedience from her children. One afternoon a storm came up and she sent her little son, John, to close the trap leading to the roof of the house.

"But, mother—" began John.

"John, I told you to shut the trap!"

"Yes, but, mother—"

"John, shut that trap!"

"All right, mother, if you say so—but—"

"John!"

Whereupon John slowly climbed the stairs and shut the trap. The afternoon went by and the storm howled and raged. Two hours later the family gathered for dinner, and when the meal was half over Aunt Mary, who was staying with the mother, had not appeared. The mother started an investigation, but she did not have to ask many questions, John answered the first one.

"Mother, she is on the roof."—N. Y. Times.

THE PROBLEM OF SUPERVISED STUDY

Alfred L. Hall-Quest, in the Georgia High School Quarterly.

The comparatively new science of education is facing a multitude of school problems long recognized as such and also a still larger number of problems whose existence until recently was not even suspected. School hygiene and sanitation, curriculum reorganization, mental measurements, more rational methods of teaching are among the most recent applications of what scientific education conceives to be essential pursuits of a correct school system. That reform within the school system is mandatory needs no lengthy exposition at this time. Retardation and elimination have long been regarded as serious defects in the work of the school. The massing of children in large classes under the supervision of a single teacher who is expected to use a traditional subject-matter and a barbaric method of teaching is too common everywhere in this country to require illustration. The question is now begin asked with increasing insistence: Why so much retardation and elimination? The answer is manifold. Not only are a too early and a too late starting to go to school causes of retardation and elimination, but irregular attendance, unsuitable curriculum, incorrect school discipline likewise are serious causes of slow progress and dropping out of school.

There is another reason, however, one that is not generally recognized but here and there is receiving careful attention. One of the most significant defects of the modern school on all levels from the primary to the university courses is the lack of teaching children how to use their own minds. Children as a rule do not know how to study. They are not taught how to study. The teacher gives the assignment, tells the pupils to learn this lesson and to know it well. The child goes home with a small library under the arm and then in the late afternoon or around the supper table at night tries to learn well the often unjudicious assignment of a teacher who has not been prepared to take the next and fundamental step of showing in a careful scientific way how this lesson should be studied with the greatest economy of time and mental strength. The problems of modern education are numerous and baffling but the writer ventures to suggest that none is more fundamental than Supervised Study.

The Meaning of Supervised Study.

One of the first objections offered against any plan of supervised study is that by such schemes the children are taught to depend on others and consequently are not trained to be intellectually independent. Such opponents evidently do not consider the fact that many children under the present conditions of study depend on parents, older sisters and brothers, relatives, friends, and class-mates to help them with their lessons. The help thus given is indeed unsupervised study, for the well meaning assistants work the problems, write the compositions, do the translating and the child is merely an on-looker. Supervised Study means nothing of the sort. It involves the following factors:

1. The supervision of the studying of pupils at their desks in the school room, either in a divided recitation period or in a special study-period.

2. The classification of pupils according to capacity and ability so that slow pupils may receive their proper amount of attention and the brighter pupils may receive additional opportunities for advanced work.

3. The recognition on the part of the teacher of other mental differences among the pupils so that each mental type may have sufficient and efficient stimulus for learning.

4. The minimizing of home-study because in many homes conditions of studying are wholly inadequate because of unhygienic conditions in the way of rooming, heating, lighting. The school should be the place of intellectual effort. Here most if not all of the day's intellectual work should be done while the child is immature. Laws of health and of learning demand that young children have ample opportunities for play and similar social activities. The requirements of a cultural citizenship include opportunities for supplementary reading, music, social niceties, etc. With no home study in grades and in the first two years of high school and a reasonable amount of home study in the last two years of the high school after the pupil has been taught how to study it is highly probable that a large amount of retardation and elimination will be reduced, and efficiency in social and cultural attainments be increased.

The last factor is so important that readers of this article will be interested in the following Tables made by W. C. Reavis ("Factors that determine the Habits of Study in Grade Pupils." Elementary School Teacher, October, 1911, Vol. XII, pp. 71-81.) After looking them over carefully it ought to be difficult to argue for the present practice of assigning long lessons to be learned at home, presumably by the pupil.

TABLE I.

	1 Students from homes of first rank	2 Students from homes of second rank	3 Students from homes of third rank
Students having habits of study of first or best quality	75 %	32.4 %	15.3 %
Students having habits of study of second quality	19.9 "	48.2 "	40.7 "
Students having habits of study of third or poorest quality	5.3 "	19.4 "	44 "
Total,	100 %	100 %	100 %

TABLE II.

	1 From homes of first rank	2 From homes of second rank	3 From homes of third rank
Distribution of students doing assigned home study	38.5 %	54.2 %	7.3 %
Distribution of students not doing assigned home study	4.1 %	43.8 %	52.1 %

This Table II shows that even with Home Study proper conditions are essentials. Doing assigned work faithfully is distributed between the very best homes and the very good. Very poor homes yield the poorest results. There are no incentives, no inspiration, no proper conditions.

How to Introduce Supervised Study.

Granting now, says the interested principal or teacher, that supervised study is necessary, how can we introduce it without upsetting our whole daily schedule. In some high schools this type of teaching is introduced by having special conferences after school or a convenient periods during the school to come to these conferences. In other schools one hour a week in each subject is devoted to supervised study. For example, English classes, meeting five times a week are assigned one of these five periods a week for supervised study in English. These provisions, of course, are not as satisfactory as one might desire but they have accomplished great good.

The best and the easiest method is some modification of the Batavia Plan as used in Batavia, New York; Joliet, Illinois; Newark, New Jersey. The regular recitation period is divided between reciting and the supervision of the study of the assignment just given. The difficulty here is, that many teachers are loath to give up the old type of recitation. They like to ask questions and honestly believe that only in this way can there be a check on the pupil's faithfulness to the work. In the divided recitation period, however, the actual question and answer method of instruction is either minimized as in Columbia, Missouri, or shares with supervision of the pupil's methods of work the usual forty or fifty minutes of the period. In Joliet, Illinois, double periods are used in mathematics, foreign languages and in a few other subjects, each period being forty minutes long. The first forty minutes are devoted to assignments and review and the immediately following forty minutes are given over to the studying of the assignment given during the preceding forty minutes. By this scheme of the divided recitation period the daily program is not disturbed at all. There is a lessening of the number of questions asked the class and instead an increase of the number of questions asked each individual in the quiet of the desk interview.

The Technic of Supervised Study.

What now are the specific duties of the teacher who undertakes to teach pupils how to study? Among the most important are the following:

1. An assignment given sometime near the beginning of the hour where the attention is warm and not distracted by ringing of bells and preparation for transfer to another room, and an assignment given so clearly as to topics and page that the pupil need be in no doubt about the limits of the next lesson, and furthermore an assignment explained and illustrated so adequately that the pupil finds in the explanation a map for the studying of the lesson.

2. Individual attention to each pupil while studying at his desk. The teacher passes up and down the aisles quietly looking over the shoulder of the pupil at work, examines his method of work and where this is wrong stops to ask why he uses this method, why he works the problem or translates this way, requiring him to give a reason for his present

misconception. A few simple questions and when necessary a definite direction will save the pupil much time and worryment. This is not giving him a crutch—it is suggesting to him a rational procedure.

3. Instruction in finding the principal sentence in a paragraph, summarizing a paragraph, outlining, reviewing, correct methods of memorizing, the making of review questions, the use of the margin in the book, how to construct note-books, insert leaves in the text-book for class-notes, etc., etc.

4. Grading pupils not so much on actual memory feats as on their methods of work. For this reason the study period gives the teacher as much information about the pupil's reactions to the work as the old-time recitation. In fact, by supervising the methods of study of the pupils the teachers know much more intimately what each pupil is doing. The pupil is known to do the work by himself. The work is actually done. There can be no loitering in the study period of the kind here described.

5. Instruction and training in proper conditions of studying. By this is meant instruction as to the best kind of lighting, the proper direction from which light should come, posture, kinds of paper and pencils and ink, amount of heat, furnishing of the pupil's room (if studying is done at home), the best method of getting down to work (individuals differ in this respect and what is good for one pupil may not be as good for another). Instruction in these and similar conditions certainly is or should be as much a part of the school work as the subject-matter now presented.

Conclusion. From the foregoing sketch of what is implied in Supervised Study it may be concluded that here is a phase of school work that requires as careful and well prepared administration as the usual methods of teaching. In fact, Supervised Study will greatly affect the present methods of teaching. The need is for an individualized classroom, a classroom where each individual receives his rightful attention according to the best methods at present known in educational psychology and principles of teaching.

"THE TEACHERAGE."

Alabama and Washington are following the example of Texas in the erection of cottages for rural teachers. The idea is to replace the old "boarding-around" plan with homes especially built for the teachers, convenient in location and equipment. In Texas there is one county which already has six such cottages. There are over one hundred teacher cottages in the State. The plan is to prepare a home for teachers. Sometimes co-operative house-keeping is carried on with a housekeeper employed for the purpose. Sometimes a principal and his wife will take the cottage and manage it. We have the parsonage, why not the "teacherage"?—Southern School News.

LIFE'S BITTERNESS.

"Hints on courtship abound. Every magazine will tell you how to win a wife. Anybody will gladly post you on the art of love-making."

"What's on your mind?"

"But after a man marries he has to shift completely for himself."—Pittsburg Post.

North Carolina Education

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First, make your school-room neat and attractive.

"What is the matter with the public school?" is again making its appearance in print. Yes, what is the matter?

Arbor Day is set for November 5. We should make it a real Arbor Day, too. That means we should plant trees.

Be sure to try these simple lessons in science. The experiments will be of much interest to your pupils and every teacher can give them.

A county without an active Teachers' Association is too backward to receive any aid from the State. Don't class yourselves as paupers.

A clean school-room, pure drinking water, and sanitary closets, are the first essentials. Select a teacher who is in sympathy with these things.

Miss Mary G. Shotwell, of Granville County, has organized a "Pupils' Reading Circle." This is an excellent move. Other counties should take notice and do likewise.

Raleigh has at last moved. A hundred thousand dollar bond issue was voted last month for better school buildings. The capital at last moves up toward the front. Next!

We have begun a campaign in North Carolina to eliminate white illiteracy. At least five thousand teachers will give their services this year and the moonlight school will do the work.

The law requires the County Boards of Education to appropriate the public high school fund, not on a single basis, as heretofore, but on a triple basis: (1) Attendance, (2) number of full-time teachers in the high school department, and (3) grade and character of work done.

Every teacher should have a copy of the bulletin, "Adult Illiteracy in North Carolina and Plans for Its Elimination." Your County Superintendent has a copy for you in his office if you have not received it.

The summer schools of the State are increasing in favor. However, they are still inadequate. Why can't all the colleges combine next summer and run four or five centrally located summer schools? We have passed the stage when it is necessary to add the list of summer students to the college catalogue in order to make a good showing. Why not use all the colleges in the State? Yes, why not?

All the colleges have opened well this fall, and there is no stronger evidence than that that the public and private institutions should work together in a co-operative rather than on a competitive basis. Every college in the State has more students than it can handle well. The public-supported colleges are educating not over two-fifths of them, while the private institutions are caring for at least three-fifths. May the spirit of co-operation be on the increase.

AS TO THE CERTIFICATE OF TEACHERS.

Much has been said about the certification of teachers in North Carolina. Considerable opposition was raised to the bill proposed at the last General Assembly on the grounds that it would centralize too much power in the office of the State Superintendent of Public Instruction, and that the clerical force which would be employed to grade the papers would be no more competent, if as competent, as the superintendents of the several counties.

We shall not discuss these points of opposition. However, the present system of certification of teachers should be improved, and our purpose in this issue is to suggest a plan somewhat different from that proposed by the State Superintendent, but not wholly unlike it.

The law requires each county to hold an institution biennially and the teachers to be certificated biennially. The officers of the institute are the county superintendent and two institute conductors. It would be a simple matter, therefore, to have these officers of the institutes changed into an examining board, with full power to license all teachers in the county. The State Department could have supervision over the entire work of this board as it has today. Then, it would hardly be necessary to enforce attendance upon institutes. Furthermore, after a teacher has received a first grade certificate she should not be required to stand on the same public school studies two years hence; but a progressive course should be outlined, and it should be a part of the institute conductors to

outline this course for the approaching year and to examine in the course of the preceding year. In this way the Teachers' Reading Course will be of great advantage to all the teachers in the State.

This plan could be enforced with but little change in the present law. We already have the machinery and no extra expense would be incurred. We would be unifying the coming work with that of the State Department and avoid so much certification and the employment of a number of clerks, and the county officer working in close connecting with the States officers would be better able to do justice to all teachers of their county.

ARBOR DAY IN THE PUBLIC SCHOOLS.

By special proclamation of Governor Locke Craig, Friday, November 5, 1915, has been set apart as Arbor Day. The General Assembly at its last session enacted an Arbor Day law and Governor Craig has issued the proclamation, fixing the date.

The public schools of the State should provide suitable exercises for that day. The planting of trees by school children should be attended by recitations, drills, song, and other exercises of sufficient interest to draw out the patrons of the community. The State Department of Education is now preparing an elaborate programme for the school to use, and the teachers should apply for a copy in time to work up a good Arbor Day for every community in the State. Governor Craig's proclamation is as follows:

"Whereas, the General Assembly of this State of North Carolina is now covered by forest growth, the greater part of which has been cut over by lumbermen, and devastated by fire to such an extent that its annual yield is less than one-half what it should be; and

"Whereas, the soil is the material source of our strength and upon its right use depends the permanent prosperity of our State; and

"Whereas, the present generation is coming to realize that the use of the forest and the soil has not been in accordance with proper economy in as much as forest have been destroyed by axe and fire, steep lands have been cleared and unwisely used and ruinously cultivated; and

"Whereas, the coming generation of forest and soil users is now in our public schools; and upon the school children of the State is to fall the task of repairing the loss caused by our carelessness or indifference; and

"Whereas, the General Assembly of this State has seen fit to enact an Arbor Day law:

"Now, therefore, I, Locke Craig, Governor of the State of North Carolina, realizing the value which the suitable observance of this day will be to the State in interesting the rising generation in a proper appreciation of our forests, our birds, our trees and our shrubs, do hereby proclaim that Friday, the fifth day of November, one thousand nine hundred and fifteen, shall be appropriately observed as Arbor Day by the teachers and children of all the

public schools of the State by recitations, drills, songs and exercises appropriate to the occasion, and by the planting of trees and shrubs on the school grounds.

"Let this be done that the purpose of Arbor Day may be imbued upon us and upon the youth and interest awakened in a subject the consideration of which will add to our general prosperity and greatly add to the happiness of us and our children.

"Done at our city of Raleigh, this the thirteenth day of September, in the year of our Lord, one thousand nine hundred and fifteen, and in the one hundred and fortieth year of our American Independence.

"LOCKE CRAIG."
"Governor."

HOMES FOR RURAL TEACHERS.

A permanent home, provided by the school community for rural school teachers, is giving great satisfaction where it is in vogue, according to Harold W. Foght in a bulletin just issued by the United States Bureau of Education.

While out of 3,000 teachers replying to Mr. Foght's inquiries only 73 live in homes provided by the community, the bulletin shows that teachers who have such homes find it possible to become permanent community leaders. "In the few communities reporting permanent homes," declares the bulletin, "the teachers are usually able to project the school into the home and draw the home close to the school. Where teachers' cottages are provided, these, aside from making the teachers' own lives more attractive, naturally become rallying centers for all community activities."

The investigation of Mr. Foght reveal that in rural United States the average time for each public-school teacher to remain in any one school is less than two school years of 140 days each. "This average," says the bulletin, "is very much less for a majority of the teachers, the few permanent, professional teachers alone bringing it up to close to the two-year level."

As the average age when teaching is begun is 19 years, and the average number of years taught is only six and one-half, the bulletin's statistics show that the rural public schools of the country are taught largely by young unmarried people who have no idea of following teaching as a profession.

The conclusions of Mr. Foght are: "So long as teachers continue to be peripatetics, the best results in community leadership can not be expected. A change from amateur to professional teaching in the rural schools would be hastened by giving the teacher a salary that would enable him to provide comfortably for his family, and by compelling the community, through legal enactments, to erect a teacher's cottage in close proximity to every school plant."

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

COURSE FOR 1915-1916.

LESSON I--OUTLINE OF WORK IN GEOGRAPHY, HOME ECONOMICS AND AGRICULTURE

By E. C. Brooks.

A—For All Teachers.

The principal subject for October is Home Geography. The books for use are Dodge and Kirchway's "The Teaching of Geography" and Dodge's Geographies. The former book is on the reading circle list and the latter books are adopted for use in the schools. The following outline will be considered:

I.—The Home. Define it (See your geography text.)

1. Number of homes in the school district.
2. Number of parents and children. (Record in a book to be kept for the purpose—all the parents and all the children of school age.) This will be valuable later.
3. Location of each home. When is a home suitably located?

II.—Labor in the Home. The chief occupation.

1. Division of labor in the home. The work of the men. The work of the women. The work of the children.

2. The value of co-operation.

3. The value of intelligent labor. Give illustration of intelligent workmanship by the men, by the women, by the children. Do not overlook the class-room work of the children. (See outlines of course of Durham County, by Mr. Risher and Miss Arey, published elsewhere.)

4. What institutions make it a purpose to train intelligent workers?

5. Value of good health in producing intelligent workers. Give examples. How much is lost by children on account of sickness?

(a) Proper care of the body. Use Primer of Sanitation and Hygiene.

(b) Care of the home. Sanitation, pure air, pure water, clean premises. Use Primer of Sanitation and Hygiene and the Health Bulletins.

6. Value of good morals. Effect in gaining co-operation of one's neighbors. Institutions for producing good morals—the church, the Sunday school, the school. How can the school improve the morals of a community?

B—For the Primary Teachers.

All who are engaged solely in teaching primary children will be expected to have the following books:

1. How to Tell Stories to Children. Bryant. (Houghton, Mifflin & Co. Price, 95c.)
2. Stories to Tell to Children. Bryant. (Houghton, Mifflin & Co. Price, 95c.)
3. Home Geography. Dodge. (The adopted book for the fourth grade.)

C—For Grammar Grade Teachers.

The books selected for study are:

1. The Teaching of Geography. Dodge and Kirchway. Rand McNally & Co. 90c.)

2. Geographic Influences in American History. Brigham. (Ginn & Co. \$1.00.)

3. Comparative Geography. Dodge. (The adopted book.)

D—For High School Teachers.

The principal subjects for October are Agriculture and Domestic Economy. The commercial phase of agriculture should form an independent topic for October. See Chapter XIII, "Industrial and Commercial Geography" in "Teaching of Geography." We should like to publish some good papers from teachers on this subject.

Literature at Hand for the Teachers to Use.

All teachers who are studying agriculture will find "The Rural Science Series" in the school library of great value. We shall request certain teachers to make a study of these books and prepare a list of references for the teachers.

The rural library contains also much supplementary literature. These books should be catalogued and classified. Certain books are good to use in connection with the topics we have outlined above. Some are valuable in teaching history, while others can be used to advantage in the primary grades. It is our purpose to have teachers study the library and give us references that will be valuable.

Magazines, newspapers and bulletins are likewise valuable. We expect to call on other teachers to give us references to these sources and publish them for the use of the teachers.

DURHAM COUNTY AGRICULTURAL COURSE.

By F. W. Risher.

About one hour will be given to round table discussions and reading of papers on different agriculture subjects, these subjects to be taken from text or from actual experience. This column in our Bulletin is to be the medium through which we can announce the subjects for discussion at our meetings, also give general information and outlines for discussions.

We shall use two books during the year: "Productive Farming", by K. C. Davis, and "How Farmers Co-operate and Double Their Profits." The book, "Productive Farming", is a very nice book, well written and gives a course in agriculture that is applicable to any school in the county. Plants and plant life are discussed in full, giving detailed experiments that will make the process carried on by plants in food manufacture very plain. The equipment for this work will be very cheap, some can be supplied by the students themselves. At our meeting in October we shall discuss chapters on

Plant Production, Plant Improvement and Propagation of Plants Without Seeds. This text can be obtained from J. B. Lippincott Co., Philadelphia, Pa., for 60c.

We will use Dr. Clarence Poe's book, "How Farmers Can Co-operate and Double Their Profits", as a parallel reading course. This book gives us concrete examples of co-operative societies all over the country. It showed what made some failures and successes. This book can be obtained from the Progressive Farmer, Raleigh, N. C., for 60c.

HOME ECONOMICS FOR DURHAM COUNTY.

By Miss Beulah Arey.

It is our purpose to begin a course for teachers

that will give them an understanding of the problems of the home and direct them to use the home in teaching the children how to help solve a few of these problems. The first subject we will consider is cooking and the women of the community can aid the teachers considerably in understanding this topic. Consider the following outline:

I—Food.

1. What is the function of food in the body?
2. What are the body requirements?
3. Should children and adults have the same kind of food?

II—Clothing, Home Decorations, Sanitation, Modern Conveniences, better and easier methods of working and co-operation.

PHYSICAL TRAINING IN THE FIRST THREE GRADES

By Horace Sebring, Y. M. C. A., Winston-Salem.

This is a continuance of the article that appeared in the September number of Education. We are giving below special drills for the first three grades. They are simple and can be adopted by every teacher in the State.

First Grade-Drill No. 1.—Preliminary work.

Positions of Upper Extremities.

- | | |
|-------------------|------------------------------|
| 1. Class stand. | 9. Arms, side, horizontal. |
| 2. Attention. | 10. Attention. |
| 3. Hands on hips. | 10. Attention. |
| 4. Attention. | 11. Arms, front, horizontal. |
| 5. Head clasp. | tal. |
| 6. Attention. | 12. Attention. |
| 7. Neck clasp. | 13. Arms vertical. |
| 8. Attention. | 14. Attention. |

Position of Lower Extremities.

15. With hands on hips—toe touch forward with left foot—return.
16. Same position—with right foot forward—return.
17. Same position—toe touch backward with left foot—return.
18. Same position—with right foot backward—return.
19. Breathing exercises—Raise arms to position over head and return.

To Leader of Class:—See that all above positions are taken in correct form so as to secure the maximum hygienic and corrective effect.

Nos. 15, 16, 17, and 18 should be given to 16 counts and may be repeated if class is not fatigued.

Second Grade Drill No. 1.

Position of Upper Extremities.

- | | |
|-------------------|------------------------------|
| 1. Class stand. | 9. Arms, side, horizontal. |
| 2. Attention. | 10. Attention. |
| 3. Hands on hips. | 11. Arms, front, horizontal. |
| 4. Attention. | tal. |
| 5. Head clasp. | 12. Attention. |
| 6. Attention. | 13. Arms vertical. |
| 7. Neck clasp. | 14. Attention. |
| 8. Attention. | |

Position of Lower Extremities.

15. With hands on hips—toe touch forward with left foot—return.
16. Same position—with right foot forward—return.
17. Same position—toe touch backward with left foot—return.

18. Same position—with right foot backward—return.
19. With hands on hips—toe touch sideward with left—return.
20. Same position—toe touch sideward with right—return.
21. Breathing exercise—raise arms from position at sides to position over head and return.

To Leader of Class:—See that all above positions are taken in correct form so as to secure the maximum hygienic and corrective effect.

Nos. 15, 16, 17, 18, 19, 20 should be given 16 counts and may be repeated.

Third Grade Drill No. 1.

Position of Upper Extremities.

- | | |
|-------------------|------------------------------|
| 1. Class stand. | 9. Arms, side, horizontal. |
| 2. Attention. | 10. Attention. |
| 3. Hands on hips. | 11. Arms, front, horizontal. |
| 4. Attention. | tal. |
| 5. Head clasp. | 12. Attention. |
| 6. Attention. | 13. Arms vertical. |
| 7. Neck clasp. | 14. Attention. |
| 8. Attention. | |

Position of Lower Extremities.

15. With hands on hips—toe touch forward with left foot—return.
16. With hands on hips—with right foot forward—return.
17. With hands on hips—Alternate left and right—return.
18. With hands on hips—toe touch backward with left—return.
19. With hands on hips—toe touch backward with right—return.
20. With hands on hips—alternate left and right.
21. With hands on hips—toe touch sideward with left and return.
22. With hands on hips—Toe touch sideward with right and return.
23. Breathing exercises—raise arms from at sides to position over head and return.

To Leader of Class:—See that all above positions are taken in correct form so as to secure the maximum hygienic and corrective effect.

Nos. 15, 16, 17, 18, 19, 20, 21, 22 should be given for 16 counts.

News and Comment About Books

NOTES AND COMMENT.

The reading circle work goes into swing his month. Do not overlook the fact that it is a home study course.

¶ ¶ ¶

A few more copies of North Carolina Poems (Edited by E. C. Brooks) remain on hand. Order now of North Carolina Education, Raleigh, N. C. Cloth, \$1.00; paper cover, 50 cents.

¶ ¶ ¶

Among the books not out of place as prizes to active-minded boys is William H. Foster's "Debating for Boys" (Sturgis & Walton Company, New York, \$1.00). It has a sort of heart-to-heart style that gets right next to a willing boy and will come as near as any to catching the unwilling one.

¶ ¶ ¶

The literature of agricultural teaching has expanded beyond the pages of books. The charts and slides prepared by the International Harvester Company, Chicago, give a very striking presentation of the big agricultural problems and other things of importance to rural life. It is mentioned in an advertisement elsewhere that this material will be loaned to teachers who will pay the express charges, and these can be reduced to a mere pittance by organizing a circuit of several schools or neighborhoods to get the benefit and share the expense.

BOOK NOTICES.

Vanishing Roads, and Other Essays. By Richard LeGallienne. Blue cloth, stamped in gold. 377 pages. Price, \$1.50. G. P. Putnam's Sons, New York.

After a note that thanks the editors of the magazines "for their discernment in giving the following essays their first opportunity with the reader," Mr. LeGallienne has gathered twenty-nine of his sparkling essays,—like the first, which gives the title, "Woman as a Supernatural Being," "The Psychology of Gossip," "The English Countryside," and "Imperishable Fiction,"—everyone with a sure charm of its own for him who can appreciate lightness of touch, a playful fancy, and a facile gait.

Plane Trigonometry. By A. M. Harding, Associate Professor of

Mathematics, and J. S. Turner, Instructor in Mathematics in the University of Arkansas. Cloth, 158 pages; tables 51 pages. Price, \$1.10. G. P. Putnam's Sons, New York.

This is a new work (1915) intended for high school and first-year college students. An introductory chapter on plane geometry makes a connecting link between the two subjects, the six trigonometric functions are introduced two at time instead of all at once, the practical side of the subject is emphasized, every process has an illustrative example, and there are numerous other features of merit growing out of the actual teaching experience of the authors.

Familiar Letters, English and American. Chosen and edited, with Introduction and Notes, by Edwin Greenlaw. Professor of English in the University of North Carolina. Lake English classics. Cloth, 309 pages. Price, 50 cents. Scott, Foresman & Company, Chicago, Ill.

One of the best letter collections in all the classic texts. In making the selection, choice has been guided largely by the purpose to present as often as possible the "true familiar letters" the letter written off-guard, free and easy, with no thought of publication, like those of Stevenson to Colvin of that of Huxley to his daughter, in which he says "Catch me discussing the Afghan question with you you little pepper pot." But this is not the only characteristic that lends distinction to the delightful little volume; the introduction is as keen as it is instructive and informal.

The Brown Mouse. By Herbert Quick, author of the Broken Lance. The Good Ship Earth, etc. Illustrations by John A. Coughlin. Cloth. 310 pp. Price \$1.25 net. Bobbs-Merrill Company, Chicago, Ill.

This might be called a "love story with a purpose"—an educational purpose. Mr. Quick believes our biggest single problem is rural education, because it has to do with "that third of the people who feed the other two-thirds." In the "Brown Mouse" he tells the story of a Lincoln-like farm hand, a genius in blue jeans, who upsets an Iowa district, and also the whole country, with a new kind of rural school. An agricultural editor in Wisconsin so keenly felt "the chills of satisfaction as of old" when reading it that he wrote the publishers as follows: "Let me know what 75 copies of the Brown Mouse will cost. I am anxious to have every one of our county superintendents read this publication."

Sure Pop and the Safety Scouts, by Roy Rutherford Bailey. Cloth. 129 pp. Mailing price, \$0.42. World Book Company, Yonkers, New York.

A story that teaches without preaching. Published under the auspices of the National Safety Council, this book presents the Safety Idea in the guise of a series of interesting, everyday adventures in everyday Safety, any one which might really happen to any child. The leader in these adventures is the quaint little Colonel Sure Pop, half human and half elf, whose enthusiasm proves so contagious that not only the children of the story, but those who read it as well, are filled with a desire to "boost for Safety." One of the best features of the book is Colonel Sure Pop's little epigrams at the end of each chapter, serving to drive home the main lesson of that adventure.

Debating for Boys. By William Horton Foster. 12mo. Cloth, 175 pages. Price, \$1.00 net. Sturgis & Walton Company, New York.

"Boys like to debate," says the preface aptly, and "debating will do them good." This book has been written to help them debate effectively; it is written in simple language; it is interesting; it is sensible; and its use cannot fail to instruct and greatly aid any boy who is trying to learn to debate well. The first chapter is a straightforward, almost breezy, discussion of the reasons why boys should debate; other chapters follow on actual debating, eight or ten of them, and then come other chapters on organization, parliamentary procedure, and sources of material. An appendix, along with other useful things, tells how to judge a debate, gives a form of constitution for a boys' debating club, a table of parliamentary rules, and the rules for a town meeting. It is a live, sensible, and useful book for boy debaters, just published last August.

History of English Literature. By A. S. Mackenzie, Professor of English Literature in the State University of Kentucky. Cloth xxi + 477 pages. Price, \$1.10. The Macmillan Company, New York.

This is among the newer histories of English literature. It was first published a year ago and was reprinted last January. It is a practical book for teachers and classes, exemplifying the charm that is possible in a style without flowery writing.

Free helps are given and satisfaction guaranteed by The Grayson Normal, Grayson, Kentucky, to all who take teachers' examination course by correspondence. Write for particulars.

ing about literature. It has three useful literary maps of England, Scotland, and Ireland; these alone give it distinction among texts of its kind. The illustrations aid the text by their contemporaneity with what is illustrated or by their historic interest otherwise. The divisions into periods make the subject as a whole easier of comprehension by the student, and the index and paragraph headings give ready access to details. Fuller attention than is usual has been given to the later Victorian period and to recent literature, features that are far from being undesirable.

How to Teach Arithmetic. J. C. Brown, Columbia University, New York, and L. D. Coffman, University of Illinois. Cloth. 373 pp. \$1.25. Row, Peterson & Company, Chicago, Ill.

This book presents in a clear and definite way the principles and devices with which efficient teachers of Arithmetic should be familiar. It deals not only with primary problems, but also with advanced teaching. The selection and arrangement of the material shows sound pedagogical principles; there is an abundance of illustrative material; the suggestions are concrete; every important topic is treated. The book exploits no particular method or text-book, but in a simple and thorough manner magnifies the underlying principles of the successful teaching of arithmetic. The amount of material and suggestion it contains is surprising.

Days With Uncle Jack, Part II: By John W. Davis, Director of the Bureau of Attendance, Board of Education, New York City. Cloth. 480 pages. Illustrated. 65 cents. D. C. Heath and Co., Boston, New York, Chicago.

This is the tenth book of the Davis-Julien Series of Readers, and is designed to complete the work in reading through the fifth year of school. A number of complete stories and many generous selections, both prose and verse, from the works of noted Southern, Western and Eastern writers make this a truly National Reader. All this material has been chosen with reference to that natural craving in fifth year pupils for the adventurous and the heroic. The stories of land and naval heroes fully satisfy that craving and at the same time provide the reader with inspiring examples and lasting patriotic ideals. The animal and nature stories tend to quicken the sensibilities and develop the power of observation, while the unusual illustrative material, in combination with the music and text of the folk songs, places this among the best balanced fifth-year readers ever published.

Francis W. Parker School Year Book, Volume IV, June, 1915. 187 pages. Over 70 illustrations. Francis W. Parker, Chicago.

This volume, prepared by the faculty of the Francis W. Parker School, Chicago, deals with "Education through Concrete Experience—A Series of Illustrations." It is a distinctive contribution to literature on education, and presents in a variety of phases the work which has been carried out in this school. Those who have read Volumes I, II, and III will welcome the present volume. Those interested in the vocational aspects of education will find the book particularly helpful. The present volume contains illustrated articles on "Mental Imagery in Geography," "The Pupils Experience as the Source of His Problems in Arithmetic," "Experience-Building in the Teaching of Geometry," "Points of Contact of English with School Modern Languages," "School Heating and Ventilation—A Study in Applied Physics," "Some Laboratory Experiments Involving Real Chemical Problems," "The Study of an Industry," "A Study of Foods and Food Supply," "Excursions," and several other articles relating to both elementary and high school teaching.

The New Education. By Scott Nearing, Dean of the Wharton School of Commerce, University of Pennsylvania. Cloth, 264 pages. Price \$1.25. Row, Peterson & Company, Chicago, Ill.

The summary removal of the author from his position last spring by the board of managers was a sensational event in educational annals. Only 32 years of age, he has yet gained distinction outside of educational work. He aided in the investigation of the street lighting of Philadelphia, discovering that the city was paying for what it did not get. He has written on the social question, wage question, and other modern problems, some of his views raising quite a stir. The volume at hand is a review of the present-day educational movements—"a record of the impressions made on a traveler by a number of school systems and schools." They were first published in the Ladies' Home Journal; with some style-changes and additions they now take book form under the present year date of 1915. The author's style has snap and vivacity, and his chapters are easily readable. The final section is written around the idea that "the schools were made for the children, not the children for the schools."

The Anson Guards, being Company C of the 14th Regiment of North Carolina Volunteers, 1861-1865. By Major W. A. Smith. Cloth, 368 pages. Price, \$2.00 net; \$2.20

postpaid. Stone Publishing Company, Charlotte, N. C.

The history of the company called the Anson Guards is the thread which runs through this war history of the days of 1861-65. It is a monument of industry and toil by its veteran author, who completed the task and published the history last year. Much of the story is based upon data taken from the diary of Thomas J. Watkins and Edmund F. Fenton, members of the company. It is full of history, anecdote, reminiscence, battles, camps, marches, adventures—all as seen and told by a brave Confederate soldier. There is hardly a phase of camp or army life that is not touched and revealed in this interesting book. Among the illustrations are excellent engravings of Col. R. T. Bennett, Thomas J. Watkins, Sergeant E. F. Fenton, Major W. A. Smith, General S. D. Ramseur, General D. H. Hill and General R. E. Lee. A good index adds to the value of the history, which is not confined to the army life of the Anson Guards, but includes much Confederate history besides.

Idaho School Head Would Have Pupils Keep Buildings in Repair.

Superintendent of Schools Charles S. Meek of Boise, Idaho, delivering an address at a luncheon in Pittsburgh, told the story of what he described as "The public school system affording real training in life activities." "Unless we of the public school meet the demands of all phases of life," Superintendent Meek told his audience, "we will be simply making of the schools an aristocracy serving the few, instead of a democracy serving the many."

In Boise the high school students keep the schools in repair, draw plans for new buildings, conduct farm surveys, study live stock, sell farm implements, and, besides drawing for such work, which they are permitted to do during school hours, are given credit for it and similar practical effort outside the school-room in their marks towards graduation.

"We happen to be an agricultural district, an irrigated agricultural district, where the most intensive farming methods are required and therefore our work deals largely with agricultural methods," said Meek, "but the same methods are open to any other class of community."

WRITE FOR THESE PLANS.

The Educational Department of the International Harvester Company of New Jersey, Harvester Building, Chicago, is organized to help in educational work. They have prepared, at considerable expense, stencils, booklets for supplementary reading, and plans for doing live school work and will gladly send you sample material and information.

State School News

SCHOOL NEWS BRIEFS.

We will furnish you the best Morning Exercise book published for only 60c. Teachers Supply Co., Grayson, Ky.

Is your school building harboring rats? Try the Swarts rat-catcher advertised in this issue, that caught a hundred rats in a month in one establishment.

The new modern steam-heated building at Wakelon is not large enough for the increase of 100 students over last year. Plans are to be made for a new wing.

Like other colleges in the State, Catawba opened with a fine enrollment. Professors H. B. Overcash of Davidson College, and James Fry of Lenoir College, are new members of the faculty.

Lenoir College, at Hickory, began its twenty-fifth session September 7 with a record attendance of 225 that promises to go near 300 before the end of the session. The anniversary was elaborately celebrated.

At Kinston about a half hundred parents of children of school age have been indicted for violation of the compulsory education law, at the instance of Mr. Barron Caldwell, Superintendent of Schools. Some of those indicted are white and some colored.

Rev. F. T. Wooten, the progressive Superintendent of Columbus County, enjoyed the happy good fortune of celebrating his silver wedding with his family at Chadbourn the evening of September 2. He and Mrs. Wooten received the cordial felicitations of their neighbors and of their friends far and wide.

Secretary of the Interior Franklin K. Lane will be the chief speaker at the coming meeting of the State Literary and Historical Association in Raleigh. Dr. Clarence Poe, president of the association, says Mr. Lane was selected to make the principal address not because he is a cabinet officer but because "he is a man of wonderful force, ability and scholarship."

Mr. S. J. Kirby, of Selma, is instructor in the farm life department of the farm life school at Dallas, and of the other five State high schools in Gaston County. Mr. Kirby was instructor last year in the Robeson County farm life school at Philadelphia, N. C., and is a 1912 graduate of the North Carolina A. & M. Col-

lege. He did graduate work at the University of Missouri in 1912-1913, and was teacher of science and agriculture in the Washington Collegiate Institute one year.

Honors for Dr. Joyner and Superintendent Harper.

Dr. James Y. Joyner, of North Carolina, was elected secretary of the board of trustees of the National Educational Association recently held in Oakland, California, and Superintendent Frank M. Harper was elected one of the five directors. The 1916 convention will no doubt meet in New York city.

Raleigh Votes Bonds for School

There was a sweeping majority for the \$100,000 issue of school bonds in the Raleigh township election yesterday. Each of the twelve precincts gave a heavy per cent of their registered vote in favor of the issue. The actual number of votes cast against bonds was 81. The registered vote was 1,631. The majority for bonds, 929.

There was no organized effort to defeat the bonds, but the friends of education and public-spirited citizens who have long been ashamed of the school buildings of Raleigh took an active interest in bringing out the voters. The members of the Junior Order of the city, a fraternity strong for education, were among the most active in getting voters to the polls. They had an automobile in use throughout the day and kept it busy.

Mayor Johnson last night said that he was highly gratified at the result of the election and that there would be a meeting of the school committee today to decide on the building plans and for taking care of the Murphy school children for the coming term.—News and Observer.

A Defect in the Loan Fund Remedied.

The State Department of Education has received the announcement from the Wachovia Banking and Trust Company, of Winston-Salem, to the effect that the bank would discount notes endorsed by the State Department of Education for loans from the fund of the department. This agreement solves a defect in the regulations of the loan fund of the Department of Education which has long hindered a more effective use.

Under the rules governing the distribution of the fund, February is the time when the loans are made. If by reason of a fire or other immediate cause or need, a school community finds an immediate loan necessary, the State loan fund is a closed

door during any other month in the year. Of course by an appeal to Dr. J. Y. Joyner, in cases of importance, the note of the community backed by security will be endorsed with the condition that the funds will become available in the following February. Heretofore, the difficulty has been in discounting such paper in the banking institutions. In most of the small country banks this is more or less impossible because all available cash is necessary for daily business. The offer of the Wachovia Banking and Trust Company clears up the situation, as it is open to the whole State.

The loan fund now amounts to over six hundred thousand dollars and will be round a million within a few more years under the present rate of increase.

Changes in Superintendents.

There have been an unusually large number of superintendent to change positions this year. The following new county superintendents have been elected.

Caldwell County, R. M. Smith.
 Chatbam County, F. M. Williamson.
 Currituck County, R. W. Isley.
 Dare County, E. W. Joyner.
 Graham County, R. P. Jenkins.
 Halifax County, A. E. Akers.
 Harnett County, B. P. Gentry.
 Hertford County, N. W. Britton.
 Hyde County, W. F. Credle.
 Lincoln County, L. B. Beam.
 Madison County, G. C. Brown.
 McDowell County, Byron Conley.
 Mecklenburg County, J. M. Matthews.
 Rutherford County, W. R. Hill.
 Wake County, D. F. Giles.
 Watauga County, Smith Hagaman.
 The following new city superintendents have been elected since the close of the last term:
 Ashboro, C. R. Wharton.
 Ayden, C. O. Armstrong.
 Bethel, J. H. Rose.
 Canton, C. F. Owens.
 Edenton, M. L. Wright.
 Forest City, S. G. Gittings.
 Haw River, O. V. Hicks.
 Hendersonville, G. C. Briggs.
 Jonesboro, D. W. Maddox.
 LaGrange, W. I. Wooten.
 Madison, J. C. Lassiter.
 Maxton, C. B. Woltz.
 Monroe, R. W. Allen.
 Morganton, A. C. Kerley.
 Mount Olive, G. O. Rogers.
 Newton, A. S. Ballard.
 New Bern, H. B. Smith.
 North Wilkesboro, W. G. Gaston.
 Randleman, N. F. Farlowe.
 Roanoke Rapids, A. M. Proctor.
 Sanford, C. E. Teague.
 Spring Hope, John P. Mull.
 Tarboro, R. H. Bachman.
 West Durham, Holland Holton.
 Windsor, K. S. Raynes.

Prof. Patterson Goes to New York.

Prof. A. H. Patterson, Dean of the School of Applied Sciences of the State University, has been granted a year's leave of absence and will be connected with a large munitions concern in New York, in organizing and developing the laboratories of the factory. He will be associated with ordnance experts from the armies of the United States and of England, and will be head of the inspection department. His selection for this work is a high tribute to his ability. Professor Patterson is a graduate of the University of North Carolina and of Harvard University. He also has studied at Cambridge and Berlin Universities. He was Professor of Physics at the University of Georgia until seven years ago, when he accepted a call to his alma mater. He is one of the most able and popular men in the University faculty.

Asheville to Fight Adult Illiteracy.

That efforts to eliminate adult illiteracy in Buncombe County will not be confined to the rural districts was indicated at the first teachers' meeting of the instructors of the schools of the city at Asheville during the present scholastic year at which more than one-half of the members of the faculties of the various schools pledged their efforts in the campaign to educate the men and women who are in need of training.

Superintendent Harry Howell is arranging classes which will be held twice a week, or at more frequent intervals during the months of the approaching fall and winter. Many men and women of the city of Asheville whose education was neglected during childhood will become members of these classes and the city hopes to keep pace with the county which is making extensive preparations to eliminate adult illiteracy during the coming year.

In addition to the teachers of the public schools of the city, a number of Asheville residents who have had experience in giving instructions will aid in the campaign. Notable among these is Dr. Philip R. Moale, formerly a member of the faculty of John Hopkins University, who has volunteered his service.

Health Work Reinforced in Orange.

"What I consider perhaps the greatest force we have at work in Orange County," said Dr. L. L. Lumsden of the U. S. Public Health Service, the other day, "is the Woman's Sanitation League. This is an organization composed of the women of the county which has for its purpose the promotion and advancement of all health measures in the community."

Said he, "Women are the best ad-

vertisers in the world and what they have done in Orange County in creating favorable public sentiment for this health campaign is simply marvelous. To show you," he continued, "that they are working along the right lines and doing things worth while, I will tell you something of how it is done. Every woman who becomes a member of the league pledges her efforts to three things: First, that her own home shall be provided, as far as she herself is able to have it so, and that's a long way, you know, with some safe and sanitary method for the disposal of all human excrement. Second, that there shall be an unpolluted water supply for her home and family, and third, that her home shall be screened against flies and mosquitoes.

"You see they are doing the real thing, and furthermore, they propose to have this fall a visiting nurse or sanitary school inspector for their public schools."

"Then you have no trouble in getting the co-operation of the men?"

"None whatever you see when we get the wives interested, the husbands come right along. Especially is this so in health work."

Changes in Winston-Salem Public Schools 1910-1915.

1st. An eleventh grade was added in 1910-1911. This puts our high school in class A, and enables our graduates to enter without conditions any college in the Southern Association of Colleges and Preparatory Schools.

2nd. Modern Languages (German and French) were added to the list of studies in 1911-1912.

3rd. Three Courses of Study, Latin, Modern Language, and Commercial, have been offered in place of the old Latin Course since 1911-1912.

4th. A Writing Supervisor was added in 1913-1914.

5th. In two schools Supervisors of Primary Grades are employed.

6th. A Course in Domestic Art and Science was offered in 1914-1915.

7th. A Course in Manual Training and Mechanical Drawing has been provided for, to begin in 1915-1916.

8th. There were five school buildings (four white and one colored) in Winston in 1910. In 1914-1915, there are thirteen buildings (eight white and five colored) in Winston-Salem.

9th. In 1910 Winston had only two brick school buildings. In 1914-1915, Winston-Salem has nine (eight white and one colored) brick school buildings.

10th. In 1910, Winston's school buildings contained fifty-one classrooms. Winston-Salem's school buildings in 1914-1915 contain 129

class rooms, an increase of over 150 per cent.

11th. The school census of 1909 showed 5,345 children of school age in Winston. In 1914, Winston-Salem had a school population of 9,956 an increase of over 86 per cent.

12th. The enrollment in the Winston schools in 1910 was 2,700. The Winston-Salem schools in 1914-1915 enrolled 5,100 children, an increase of over 89 per cent.

13th. The average daily attendance in the Winston schools in 1910 was 1,800. In Winston-Salem in 1914-1915 it is 3,748, an increase of over 108 per cent.

14th. In 1910 Winston employed 57 teachers. In 1914-1915 Winston-Salem employed 144 teachers, an increase of 152 per cent.

15th. In 1910, Winston spent for supervision and teaching alone \$22,000. In 1914-1915 Winston-Salem spent for the same purpose \$68,000, an increase of 200 per cent.

16th. In 1910 Winston's school buildings, grounds and equipments were valued at \$145,000. In 1915, Winston-Salem's school plant is worth about \$325,000, an increase of 125 per cent.

Sixteen Dairy School Pupils Receive Diplomas.

Diplomas awarded the boys and girls in the dairy schools of the State are now being mailed from the office of dairy farming. The sixteen receiving diplomas made good grades on examinations held on work assigned by North Carolina extension workers.

They were awarded as follows:

Kathleen Caldwell, Mt. Ulla, Rowan County.

Owen V. Duval, Grassy Creek, Ashe County.

Miss Clyde Wayman, Jefferson, Ashe County.

W. B. Cline, Winston-Salem, Forsythe County.

Lem Haywood, Burlington, Alamance County.

Pansey M. Kincaid, Table Rock, Burke County.

M. C. Brown, Boone, Watauga County.

Sallie E. Johnson, Boone, Watauga County.

Eunice K. Haywood, Burlington, Alamance County.

Litsey Isley, Burlington, Alamance County.

Martha Turner, Mt. Ulla, Rowan County.

Chas. S. McNeill, Jefferson, Ashe County.

Dewey Crewes, Kernersville, Forsythe County.

Roy T. Johnson, Jefferson, Ashe County.

Ethel Day, Jefferson, Ashe County.

Pauline Graham, Mt. Ulla, Rowan County.

GUILFORD TEACHERS GET TO WORK.

The Attendance Law, Moonlight Schools, and the Reading Circle Have Attention in Their First Meeting — Chairman Whitsett Urges Them to Go Beyond Mere Routine.

The September meeting of the Guilford County Teachers' Association was presided over by County Superintendent Foust. Devotional exercises were conducted by Rev. V. R. Stickley. Mr. Foust discussed some of the changes made in the compulsory attendance law. "Ninety-tenths of the enforcement of the law," he said, "is in the hands of the teacher. Under the new law you make a report to the attendance officer once a month of those absences which, according to the law, you could not excuse. You send this report to the attendance officer on or before the first Monday in each calendar month." Mr. Foust urged the teachers to follow fully the law and not to use their own judgment as to the ones who should be excused.

Superintendent Foust remarked that probably the greatest benefit derived from moonlight schools was the strong sentiment that illiteracy must go. He said, "Let us make the sentiment for education so strong that a man or woman living in Guilford County will be ashamed to continue to live here without learning to read and write." Miss Bettie Aiken Land, primary teacher at the Pomona school, volunteered her services to help work up a model program to be used in the moonlight schools of the county.

The teachers were urged to have each school represented in the educational exhibit at the Central Carolina Fair; not something just worked up for that fair, but something to represent somewhat the standard of the educational work in the county. Friday of fair week will again be educational day.

The reading circle teachers will especially study this year "Teaching the Common Branches," and "How to Tell Stories to Children." The Peabody School of Education of the University of North Carolina offers a correspondence course for teachers covering the reading circle course in addition to other work. The teachers were recommended to take advantage of this work.

Mention of the fact was made that the Carnegie Library is open to all the people of the county now and has been for over a year, and the number of volumes read August of this year were 40 per cent more than August of last year, showing that the opening of the library to the county has almost doubled its usefulness.

The high school department met and elected Mr. W. G. Sneed, prin-

cipal of the Pomona School, president; Miss Berta Melvin, secretary. This department is expecting to do some good work this year.

The grammar grade department did not elect officers at this meeting, but appointed a nominating committee consisting of R. M. Gladstone, Oak Hill School, Jamestown Township; Miss Rosa Case, Muirs Chapel School, and Miss Ona Hodgins, Oak Hill School, Fentress Township. Their program committee consists of Mr. E. E. Farlow, Springfield School; Miss Mary Fitzgerald, Pomona School; and Miss Marshall, Pomona School.

The primary department elected Mrs. J. A. White, Jamestown High School, president; Miss Lucilla Hardin, Pleasant Garden High School, vice president; Miss Ethel Long, Bessemer High School, secretary.

Dr. W. T. Whitsett, chairman of the board of education, was present at the meeting and addressed the teachers on "Beyond the Routine Limit," impressing especially five points as follows: (1) Awaken the aspiration of your students; (2) Develop a love for good literature; (3) Teach the fundamentals of morality and character; (4) Arouse and cultivate community co-operation and unity; (5) Faithful service is the worthiest expression of one's powers.

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Sanatorium Receives Gift.

The will of the late Dr. J. C. Hoyt, of Fayetteville, makes known the fact that the State Board of Health is mentioned therein as one of the beneficiaries. The amount, which will not exceed \$200, will be turned over at the request of the donor to the Bureau of Tuberculosis to be used in the prevention of tuberculosis.

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Bond Issue Planned for Wake Forest School.

A number of citizens of Wake Forest met at the public school house in Wake Forest township, September 15, and participated in a discussion which ended in the appointment of a committee, consisting of Mayor Caddell, Prof. J. H. Highsmith, Dr. W. L. Poteat, Dr. G. W. Paschal, Dr. E. W. Sies, Mr. T. E. Holding, to W. Sikes, Mr. T. E. Holding, to bond issue for the erection of a public school building for the township of Wake Forest. Mr. Crow, of the County Board of Education, County Superintendent D. F. Giles and the teachers of the school, representing the Ladies' Betterment Association, were present at the meeting.

At the same time Mayor Caddell announced that the town commissioners had practically determined on getting electric power for lighting the town from the North Carolina Power Company, instead of extending the present town plant.

Compulsory Attendance Law.

The compulsory attendance law, enacted by the General Assembly of 1913, was so amended as to provide that the county board of education may in its discretion, or the board of trustees of the public schools of any town of two thousand or more inhab-

itants may, in its discretion, extend the age limit for compulsory attendance from twelve years to thirteen or fourteen years. The method of the execution of the law was changed so as to require the teacher to send notices directly to parents of absences, and to report all unexcused absences

to the attendance officer once a month, who then takes up the cases for final disposition. Parents are required to come before the attendance officer at a meeting held each month for that purpose and render excuses for the unexcused absences of their children.

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The Carthage School Experiment.

The Carthage school is making an experiment that will be watched with interest. A wagon has been made by the Tyson and Jones Buggy Company, which will be used to bring the children, who live in the outlying territory too far away to walk to school. It is figured that the plan will be cheaper than to maintain a school in a sparsely settled section where there are but few children to be served.—Carthage News.

Lenoir County Teachers to Fight Adult Illiteracy.

Sixty-five rural school teachers of Lenoir County in a conference early in September unanimously pledged themselves to support of moonlight schools and the elimination of adult illiteracy in Lenoir County. Their action is expected to be emulated by the Kinston and LaGrange teachers. The county education officials will lead the campaign for education of grown-ups here. It is planned to operate a moonlight school in every district in the county. A parade of all the public school children in Lenoir and many from half a dozen or more other counties in Kinston in November will feature a great educational rally that will embrace a liberal discussion of the open air, night time school for adults.

Hon. Franklin K. Lane to Address the State Literary and Historical Association.

That Secretary of the Interior Franklin K. Lane will make an address at the coming meeting of the State Literary and Historical Association, was announced by President Clarence Poe early in September.

"I obtained Mr. Lane's consent when on a visit to Washington several weeks ago," he said, "but I have not been at liberty to make the announcement until now. Secretary Lane's addresses are as rare as they

are notable, and Mr. Daniels and I had almost no hope of getting him when we first arranged for the interview. When he did consent to speak he asked that no announcement of the fact be made at that time, as it would only increase the requests for speeches at other places.

"I should like for it to be thoroughly understood that Secretary Lane was selected by the officers to make the chief address at our coming meeting, not because he is a cabinet officer but because he is a man of wonderful force, ability and scholarship, and will make a remarkable address. No speech delivered in recent years has probably been so widely reprinted as Mr. Lane's talk to his office force last year on "The Makers of the Flag." It is a classic and I predict will be declaimed by children a hundred years from now. Moreover, I doubt whether any public address in the country in the last twelve months has been finer than was Mr.

Lane's address in opening the San Francisco Exposition."

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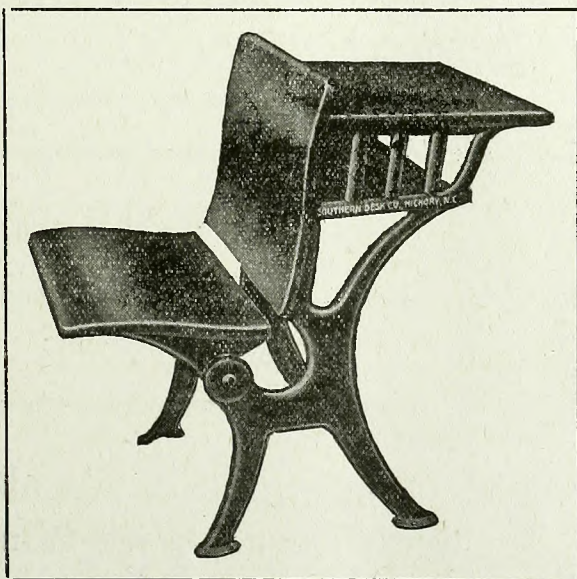
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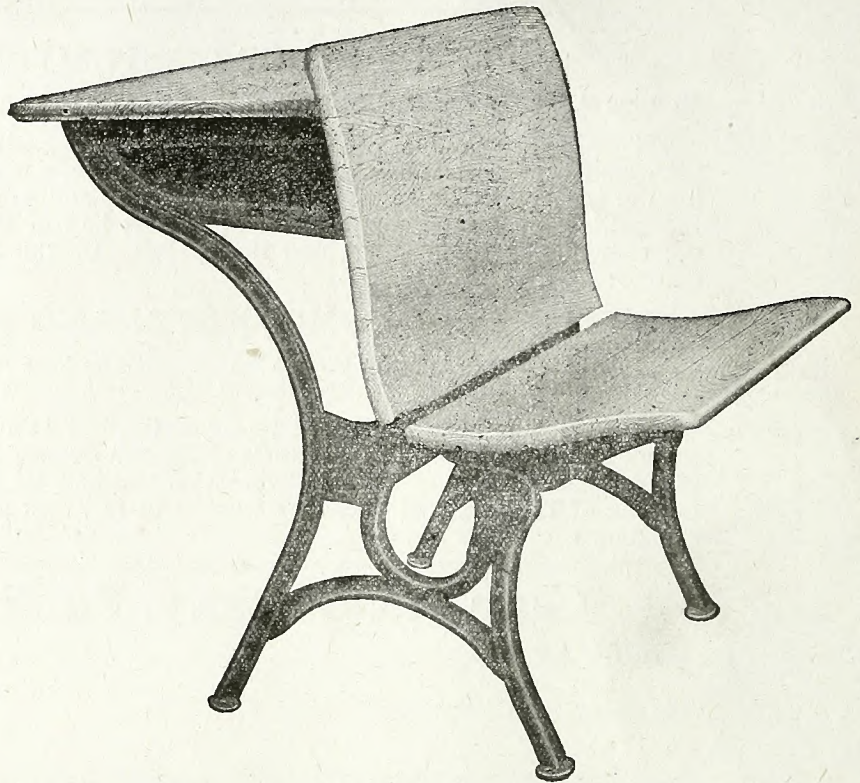
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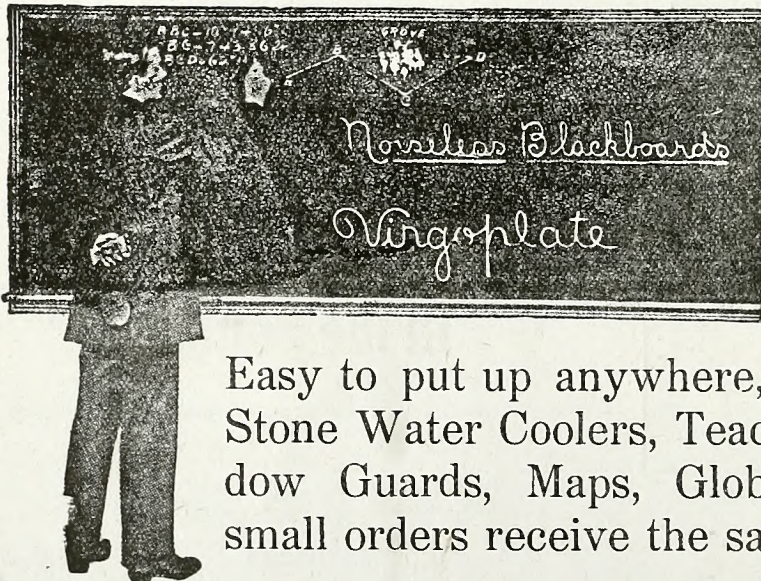
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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. X. No. 3.

RALEIGH, N. C., NOVEMBER, 1915.

Price: \$1 a Year.

Did You?

*Did you give him a lift? He's a brother of man,
And bearing about all the burden he can.
Did you give him a smile? He was downcast and blue,
And the smile would have helped him to battle it through.
Did you give him your hand? He was slipping down hill,
And the world, so fancied, was using him ill.
Did you give him a word? Did you show him the road?
Or did you just let him go on with his load?
Do you know what it means to be losing the fight,
When a lift just in time might set everything right?
Do you know what it means--just a clasp of the hand,
When a man's borne about all a man ought to stand?
Did you ask what it was--why the quivering lip?
Why the half suppressed sob and the scalding tears drip?
Were you brother of his when the time came of need?
Did you offer to help him or didn't you heed?*

---Tid-Bits.

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Think what a club of just fifteen subscriptions will earn--a Flag, a Dictionary, a Bible, and eight new books for your school library--and you can work up a club of fifteen in a few days.

Send us the number of pupils in your school and we will send sample copies for all, so that they may take them home and show their parents, and explain to them that by subscribing or renewing through the teacher they are helping to earn a flag and a school library. All parents will respond to help the school.

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NORTH CAROLINA EDUCATION

Vol. X. No. 3.

RALEIGH, N. C., NOVEMBER, 1915.

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PROCLAMATION DESIGNATING NOVEMBER AS "MOONLIGHT SCHOOL" MONTH

By Governor Locke Craig.

Whereas there are in North Carolina 132,000 men and women, boys and girls, over ten years of age who cannot read and write—an army greater in number than was sent by North Carolina to the service of the Confederate States—and 14 per cent of the white voters are reported in the census as illiterates, the State in this particular is standing practically at the bottom of the roll of States; and

Whereas it is largely because they lacked opportunity, largely because they "had no chance," that these people, brothers and sisters of ours, are illiterate today, growing up as they did in the years of war and reconstruction, and the years of poverty that followed, before the State had provided adequate schools or thoroughly realized its duty to provide facilities whereby every child may "burgeon out all there is within him"; and

Whereas the State has now come to a poignant realization of its duty not only to provide schools for the boys and girls of today, but also to open the doors of knowledge, of hope, and of opportunity for all who were neglected in her days of poverty; and

Whereas, while our illiterate people as a whole have bravely and perseveringly achieved usefulness, success, good citizenship, and high character, despite their terrible handicap, we can but feel how infinitely greater would have been their achievements, how infinitely richer their contribution to the life of our Commonwealth, had they but had the keys of learning in their hands; and while our State through patient struggle has won its way out toward prosperity and civic progress, we can but reflect upon the far, far greater progress we should make were all our people educated; and

Whereas, through the "Moonlight School," as we are assured by the experience of Kentucky and and by the experience of numerous counties in our own State, the method is at hand as outlined by the Superintendent of Public Instruction and the State Committee on Community Service, whereby we may carry the immeasurable benefits of education to all who were neglected or neglectful in their youth:

Therefore, I, Locke Craig, Governor of North Carolina, do issue this my proclamation to designate the month of November, 1915, as "Moonlight School Month" in North Carolina, and set it apart to be devoted to the high purpose of beginning a

crusade to eliminate illiteracy from the State, trusting that the movement then begun will not cease until every unlettered man and woman, boy and girl, is given access through reading to all the wealth of knowledge now sealed to them, to the end that North Carolina, long before another census year, may be a State without adult illiterates.

I, therefore, call upon the citizens, teachers and educational authorities of every county to organize for the purpose of eliminating adult illiteracy from that county; and

I call upon the members of the Farmers' Union, the Press Association, the Junior Order, the Federation of Women's Clubs, and all the other organizations that have already enlisted in the cause, to be unflinching in their splendid purpose to carry it through to a triumphant conclusion; and I call upon the commercial organizations, boards of trade, civic clubs, religious organizations, Sunday-schools, and all organizations everywhere to give loyal, enthusiastic aid and support to a movement whose success will promote the welfare of every individual in the State and bring new confidence and courage to all the people; and I call upon every man and every woman who craves the sacred privilege of being of greatest service to those in greatest need, to render here the infinite service of bringing new freedom to a human mind.

Done in our city of Raleigh on the 9th day of October, in the year of our Lord one thousand nine hundred and fifteen, and in the one hundred and fortieth year of our American Independence.

THE STANDARD IN STOKES.

In the public school rules and regulations of Stokes County are the following:

The county superintendent is forbidden to certify any teacher who smokes cigarettes or drinks any intoxicants. All teachers are required to stop all children from smoking cigarettes on the school grounds, or off the grounds, or on their way to and from school, or have them quit the school.

All pupils shall be subject to the discipline of the school and accountable to its authorities not only during the session, but in going to and from school. Outsiders are hereby forbidden to come in and take any part in the games of the school children in any district in Stokes County.

No second grade teacher shall be employed to teach as principal of any school in the county.

No school committeeman shall have anything to do with hiring any teacher for his district, either directly or indirectly, who is related to him either by blood or marriage.

ADULT ILLITERACY IN NORTH CAROLINA AND AN EDUCATIONAL EXPERIMENT

By E. C. Brooks.

The educational awakening that began in North Carolina about twelve years ago is responsible for longer school terms, better school houses, better teachers, and a compulsory education law. Adult illiteracy has been reduced from about twenty per cent to a little more than ten per cent. But the awakening is keenest in those localities where there was a nucleus of culture at the beginning and least effective, where adult illiteracy was most prevalent. Furthermore, in the remote rural districts where a good per cent of the inhabitants have never formed the habit of reading the county paper, the farm paper, and the agricultural bulletins, the great educational awakening has hardly been felt, and such parents listen even today to stories of educational revivals with a suspicion that could be born only of ignorance and prejudice, and their interest in education is aroused only when what is taught is of practical value to them. This accounts in a large measure for the fact that illiterate parents see more value in working their children on the farm or in the factory than in sending them to school, and about the only values they can comprehend are those that bring in immediate returns. Ignorance is without foresight and the center of the soul that should abound in faith is frequently filled with suspicion. The type is easily recognized by any school supervisor. It was the presence of this type in his county that moved Superintendent J. D. Ezzell, of Harnett County, to open a night school for illiterate parents in one district and try a unique experiment.

Why Moonlight Schools are Practical.

Opening night schools for ignorant parents is nothing new. But if the school succeeds, it is always as interesting to the public as an absolutely new toy is to a child. Superintendent Ezzell was confronted with a community of illiterate parents and perplexed over a school that was of little value to the community. Therefore, he requested the teacher of the community to invite the adults of the neighborhood to meet him at the school-house. The immediate purpose was to read and discuss the articles in the farm paper. It was an interesting meeting and before the evening closed thirty-eight adults of the community were organized into a school. Fathers and grandfathers, mothers and grandmothers expressed a willingness and even an eagerness to learn to read the paper that gave practical advice about farming and cooking, dairying and hog-raising, canning and gardening, sanitation and flower culture. Illiterate parents may show some interest in reading the diluted and insipid sentences of a first reader. But in acquiring the power or skill to read such literature they are left without any mental content and without any culture. They have been fed on the intellectual food fit for babes, and the power to read may soon disappear save here and there where there is a strong soul with an earnest desire to rise above the ignorance of the community. And in all probability such an individual will already know how to read. However, the Harnett County experiment is a proof that the response is great and the pressure is keen

when parents see in the immediate future the ability to read the farm paper or farm bulletins for practical helps, to write the Congressman for garden seed, and to calculate the cost of raising an acre of corn. Such a stimulus awakens an ancient instinct to know that which is of immediate value to the learner and carries a joy with the learning, because learning and doing and enjoying are the trinity of progress.

The first night school in Harnett County was a success from the beginning. Their reading book was a farm magazine, and their discussions were pertaining to practical things that adult minds know the value of.

A Parallel in History.

One is reminded of the simple zeal of the folk of England near the beginning of the seventeenth century when illiterate parents assembled in groups in the homes and in the churches and pleaded with the more cultured Englishmen to read to them out of the English Bible that had been translated for their benefit. At that time the reformation was at hand and the great social pressure was severest where religion was the chief concern. And they desired to hear the word read and to learn to read it themselves because the world was charged with an interest to know what the Bible contained. Those people working under that great social pressure established schools and required their children to learn what they themselves felt to be the immediate need of both parents and children. The lines of keenest interest today runs in many directions. But whatever the direction, the interest is greatest at that point where the parents recognize the greatest need, and the schools have been slow, in the main, to see the need. The greatest response came in Harnett County when the parents saw that what they learned to read would be of immediate value to them.

The experiment was so successful that Superintendent Joyner saw in it not only the possibilities of reaching the adults, but all the children of all the people. Therefore, at the State Teachers' Assembly in November, he laid before the County Superintendents (There were ninety-four of the one hundred superintendents present) a plan to open night schools in every county in the State, and he urged that at least one be opened in every county and as many more as the superintendents could possibly arrange. The response was prompt and effective. Soon after the superintendents returned home, night schools were opened in several counties. In Sampson, Johnson, and Columbus Counties such schools began to attract attention at once. In Sampson it was arranged to meet the parents three times a week. The oldest pupil enrolled had passed his seventieth birthday and two others were more than sixty years old, while the ages ranged downward to seventeen.

A Pathetic Picture.

The counties mentioned above lie in the eastern half of the State. But nearly every county in the State is interested in the night school, because,

with only a very few exceptions, every county has enough illiterate parents to form such a school. The mountain counties of Cherokee, Watagua, and Transylvania soon opened similar institutions, and to-day every county has its night schools. It is a strang but hopeful picture that these schools present. It was not unusual last spring to see, soon after sundown, an aged couple making their way together to the little school-house, sometimes the husband without the wife and some times the wife without the husband. But perhaps the most pathetic sight reported was a young bride and groom, scarcely out of their teens, both illiterate, attending school together that they might learn to read. The story comes from a certain school that nestles in one of the mountain coves, of a sturdy old mountaineer who climbed down the mountain side three times a week and spent two or three hours each evening learning to read in the same little school-house where only a short time before he refused to let his own child enter. But now father and son attend together and learn to read from the same pages. "The printed word is of value to the old mountaineer and he wants his boy to acquire the same value.

Reports from the counties are unanimous in the statement that night schools are not only serving to reduce illiteracy, but are stimulating new interest in the entire public school work. The progress made by the adult pupils in so short a time demonstrates that it is not so hard a matter for illiterates to learn to read, write, and work practical examples in arithmetic. As a rule they seem more eager to learn arithmetic. But when the reading is taken from the country paper, the church paper, the farm paper, or the farm bulletins and the subject matter is of vital interest to them, the desire to learn to read is as great as, if not greater than their interest in arithmetic. The teacher in charge of one of the night schools of Sampson County says: "I am endeavoring to give them problems taken from their actual daily experience and it is wonderful to see how rapidly they grasp the idea."

The Promise.

The night school will soon be in operation in every county in North Carolina. Down in the cotton belt illiterate parents will leave their plows under the shed at nightfall and after supper congregate in the little school-house, discuss farm problems, and read farm bulletins. In the hilly piedmont division of the State where tobacco and grain are the staple products the same interest will be aroused, and one may strike the mountain trail leading through the beautiful Watagua country that Daniel Boone followed a hundred and fifty years ago and find people just as illiterate as they were then, but possessing the instinct of the race to know that which is worth while; and along this old trail may be found night schools in which are congregated people who have the same desire to learn that is found in the little schools of the cotton belt. No county in the State is without its culture and none is free from illiteracy. Examples of the best and the worst may be found in the east as well as in the west. But wherever there are parents who have had no culture in the home for generations and are without the power that comes through the ability to read something worth while

and through skill in communicating thoughts to others by means of the written word, usually show an indifferent attitude toward the school. If many such illiterates are grouped in the same neighborhood, they will present a hostile attitude toward State interference either in establishing schools at the community's expense or in depriving them of the labor of their children by placing them in a school supported wholly at the expense of the State. They are without mental concepts necessary to reason on educational questions. Hence they are unable to think in terms of better schools. Moreover, teaching a child from such an environment to read sentences and paragraphs the meaning of which is unrelated to the learner and the parent of the learner and the scenes pictured are foreign to their experiences, is almost as void of results as teaching a foreign language in a community where such a language has never been spoken and will never be used. It has been demonstrated that an illiterate parent desires to read the words that contain a message of value to him and he is interested in his own child's learning to do the same thing. Broad culture has many lines of interest and can be stimulated from many angles. But the principle is the same. Whatever is taught must carry its value to the learner in such a way that the learning and the doing and the joy in doing may form the trinity of progress. The night school may be the means of awakening a community, but its greatest value will be found if it can awaken and remake the teacher. It has its lesson for the teachers of children.

EXAMINATION DAY

By Rebecca Liner, Hillsboro.

With mind and hearts undaunted,
With purpose strong and true,
We strive to do the task assigned,
To fail would mean to rue.

We long to have our efforts crowned
With laurels fair to see—
We wish in this great world of light
A little beam to be.

But should the ones who do perform
With ease, the hardest tasks,
Be lauded highest, ere we lift
The veil that shields their past?

Perhaps the merit isn't due
To them, so much as they
Who went before, and hewed the path,
Which led them on their way.

Perhaps the merit thus achieved
Without the greatest cost,
May as the talent known of old,
Be folded up and lost.

'Tis as hard to judge between the ones
Who fail and those who win,
As it is to see 'mid laughing eyes,
The poisonous tint of sin.

'Tis not the things that we possess
So much as how the way,
We use the mites God gives to us
In making talents pay.

DIRECTIONS FOR CONDUCTING MOONLIGHT SCHOOLS

By Hon. J. Y. Joyner, State Superintendent.

I have been greatly gratified and deeply touched by the enthusiastic and unselfish response of the superintendents and teachers of the State to the call of volunteer for extra service in organizing and conducting moonlight schools to teach our too long neglected adult illiterates to read and write. When this day was set apart five thousand teachers had already voluntarily pledged themselves in writing to teach without compensation for at least one month in the moonlight schools of the State. I have no doubt that if others shall be needed for the work, they, too, will readily respond. Such a record should make every teacher of the State prouder of his profession and should challenge the admiration, as it merits the gratitude, of every good citizen.

This is educational work the success of which is necessarily dependent mainly upon the active leadership and wise direction of superintendents and teachers. The newspapers of the State, the fraternal and civic organizations of every sort, like the Farmers' Union, the Junior Order of United American Mechanics, the Women's Clubs, have pledged their active and enthusiastic support to this commendable campaign for the reduction and elimination of illiteracy. Rally all of these agencies to your assistance in organizing and directing the moonlight schools in your counties and school districts, and especially in interesting and enrolling in your schools the men and women who cannot read and write.

How to Reach the Illiterates.

1. Get from the school census the names and addresses of all illiterates in the district. With the aid of the school committee, and others well acquainted with the residents of the district, verify, and, if necessary, correct and complete this list.

2. See to it that every one of them receives a sympathetic, tactful, and earnest personal invitation to attend. Select the right person to give this personal invitation to each—some neighbor, some friend, some fellowmember of church or fraternal order, some one that has the confidence and friendship of the person invited and knows how to approach him.

3. Many illiterates are naturally sensitive over their inability to read and write. Respect their feelings. Let the invitation be extended and all the other work of the schools for them be conducted in a spirit of sympathetic brotherhood, good fellowship, and democratic equality. In word and act, avoid everything that may smack of condescension, pity, smug superiority. These are our brothers and fellow-citizens—in the eyes of God and the State as good as we are—suffering under the handicap of illiteracy for which most of them are not responsible, because in childhood they had no opportunity to go to school or had nobody in authority over them sufficiently appreciate of its importance to make them use the opportunity to go to school. It is our duty and our privilege to help them help themselves to remove this handicap, for their own sake and for the State's sake, before it is forever too late.

Watch the County Newspapers for Lessons.

By resolution adopted unanimously by the North Carolina Press Association at its recent meeting, the newspapers of the State pledged themselves

to print, a week in advance, the lessons in reading and arithmetic for each week, and to send free to each pupil of a moonlight school in the county for a month a copy of the county paper containing these lessons. They also agreed to print weekly a brief news letter from each neighborhood in which a moonlight school is taught, containing interesting items about the school and others news of the neighborhood, expressed in words and sentences comprehensible to adult beginners in reading.

The county superintendent and the teacher of each school should furnish the editor of the county paper the names and addresses of all pupils enrolled and should make arrangements with some reliable person in each district to send this letter to the paper each week. The pupils should be instructed to bring the paper with them to school each night, that it may be used for reading the lessons and the news letters, and for general supplementary reading.

Bulletins containing the lessons have been printed and furnished the county superintendent for free distribution through the teachers, upon application, to each pupil of a moonlight school; but these cannot take the place of the county paper. It is important that the county paper should be placed in their hands from the first, to interest them, to stimulate their desire to learn to read, that they may read their home paper like other folks and keep up with what is going on in their county and in the world; to cultivate from the first the useful habit of reading their home paper; to furnish, as they begin to learn to read, an abundant supply each week of the best and most interesting material for supplementary reading. Most of them, as soon as they begin to acquire the power to read, will read each week everything in the paper that they can read. Each night extracts from the paper should be read aloud to the pupils by the teacher, and as soon as possible by the pupils themselves. Most of the pupils learning to read will become permanent subscribers to the county paper and keep up their practice in reading. So far as I know, North Carolina is the only State in which this co-operative plan with the county newspapers in teaching illiterates to read has been suggested or in which this generous offer has been made by the papers. I am exceedingly anxious that it shall have a fair trial, because I am confident that it will contribute greatly to the success and to the permanency of this work.

Secure the Special Bulletin for Teachers to Use.

Upon application to the State Superintendent, bulletins containing twelve lessons—three a week for four weeks—in reading, in arithmetic, and in writing, prepared especially by the State Department of Public Instruction, with the aid and criticism of some of the most experienced and successful primary teachers of the State, some of whom had had experience in teaching adults, will be furnished county superintendents in sufficient number to supply each pupil enrolled with one copy. Superintendents are urged to order at once the number needed, but not to order more than will be needed.

A teachers' edition of the same bulletin, containing valuable suggestions to teachers for teaching the lessons, will be furnished through the county

superintendent of each teacher of a moonlight school. The county superintendent is urged to order at once from the State Superintendent's office the number of teachers' bulletins needed for his county, and to send at once to the teacher of each moonlight school a copy of the teachers' bulletin and a sufficient number of the pupils' bulletin to supply each pupil with a copy.

Copies of the bulletin containing the lesson by weeks will also be sent to the editor of each county newspaper, but the county superintendent is expected and urged to see the editor personally, explain the plan to him, and arrange for him separately by weeks, with the date of the publication of each, the lessons to be published each week.

The county superintendent and teacher, in cooperation with the school committee, the various community organizations, and others interested, are urged to arrange some social entertainments in connection with the moonlight schools, participated in by the pupils and by other citizens, to add to the interest and happiness of the pupils, and to afford an opportunity for all to get together and for an expression of interest and encouragement from outsiders. The pupils of these schools should be made to feel at home from the first, and also to feel that they are a part of the community in whom the other part of the community are deeply interested.

Why November is Selected.

November has been designated as Moonlight School Month in North Carolina, because that seemed to be the most convenient month for the majority of the counties of the State. If, however, some other month is more convenient for your county, select that month. Be sure, however, to select a month when the weather is likely to be pleasant and the roads in good condition. During November, or such other month as may be selected, concentrate public interest and effort upon this one work of teaching the adults of your county to read and write. Rally to the work your newspapers, all organizations that have pledged their aid, and all other agencies that can be enlisted for service. Have the papers full of it every week. See that they are furnished with the facts and the news about the schools. Publish, before the schools open, the number, but not the names, of adult illiterates by school districts. Publish each week the number, but not the names, of those enrolled in each school. As soon as possible, for the encouragement of others, publish from week to week the number and, by their permission, the names of those that have learned to read and write and cipher. Most of this news can be supplied weekly through the news letter from each school, and should also be reported to the county superintendent by the teacher. The superintendent and the teachers should keep in close touch with the paper and see that the weekly material is promptly supplied.

What Agencies to Use.

Superintendents are urged to call a joint meeting of the County Teachers' Association and the County Committee on Community Service, consisting of the county superintendent, the county farm demonstration agent, the home demonstration agents, the president or secretary of the County Farmers' Union, editors of the county newspapers, the mayor of

the county-seat, one representative each of the Junior Order and of the Women's Clubs of the county, who two weeks before the beginning of Moonlight School Month in the county, to ascertain the facts about the adult illiteracy of the county by districts as reported by superintendent and teachers, and to complete the organization and plans for pushing the campaign and the work for its elimination. A suggested program for this meeting will be found on page 16 of the bulletin.

The program for Community Service Day and North Carolina Day this year centers around the moonlight school and the elimination of illiteracy in every school district as the one most important community service to be concentrated upon this year. It is suggested that this day be observed in each county, on the Friday before the opening of the moonlight schools, and that on that day at each schoolhouse all the details for opening and successfully conducting the school be completed.

Because of their onerous duties in the day schools and their inadequate salaries, I did not feel that I ought to ask or that the community ought to expect of the public school teachers more than one month's extra service at night without compensation. It is hoped and expected, however, that before the close of the month sufficient interest will be aroused and sufficient success attained in many of the moonlight schools to warrant extending the term, and that citizens and interested organizations and others in the community will arrange for such extension and for payment of the teacher or some other person to continue the school, and also to provide, where feasible, instruction for other adults, besides illiterates, desiring additional instruction.

WRITE IT "NEW BERN."

The much mooted question of how to spell New Bern is again going the rounds. The Charlotte Observer, Asheville Citizen and the Wilmington Star persist in spelling it "Newbern," and a subscriber to the Journal has this to say about this discrepancy on the part of the learned editors of those newspapers:

"Can't the editors of those papers (meaning those mentioned above) realize or be taught that New Bern is named from a European city, the same as New York, and should be spelled in two words? If New Bern is spelled as one word, why shouldn't New York be spelled the same way?"

We've been trying for years, along with Edward Britton, of the Raleigh News and Observer, to induce our esteemed contemporaries to spell the name of this beautiful city correctly and some day we hope to achieve success.—New Bern Journal.

UNUSUALLY CONSIDERATE.

Miss Milly was rather a talkative young lady. Her bosom friend, having missed her for some time, called to find out the reason.

"No, mum, Miss Milly is not in," the maid informed her. "She has gone to the class."

"Why, what class?" inquired the caller in surprise.

"Well, mum, you know Miss Milly is getting married soon, so she's taking a course of lessons in domestic silence."—Tit-Bits.

SCHOOL ADMINISTRATION

A SATISFACTORY BASIS FOR THE PROMOTION OF PUPILS.

Joseph Rosier, Fairmont, W. Va.

At one time examinations were made the chief test of a pupil's fitness for promotion, but modern investigation of the many phases of education has given us an entirely different outlook. The examination as a means of determining the fitness of pupils for promotion is no longer considered reliable or adequate. An examination prepared by a central authority and scattered broadcast as a test of general fitness, is a violation of every known biological and psychological law. Such tests mechanize the school system, hamper and restrict teaching, overstimulate some children and fail absolutely to stimulate others. The progressive superintendent has thrown the bundles of examination papers out of the window. He goes out now and makes personal first-hand observations of what the children are doing in their classes. He realizes that he must know the needs and the possibilities of the children, and that he can not find out these things by any system of external tests.

A Basis of Grading.

The grading and promotion of pupils is a question of child welfare rather than of the manipulation of a scholastic yardstick. In any conflict between the school system and preconceived educational standards, and the welfare of the child, the needs and interests of the child must be supreme.

It is no soft pedagogy to say that our school systems must be so flexible in their adjustments and requirements that they may provide the child with the amulest opportunity for serving his needs. Slowly but surely, with our broader knowledge of physiology and hygiene, and the psychology of childhood, the pupils in our schools are being emancipated from the school room repressions and scholastic tortures that prevailed everywhere in former generations. We no longer chain children to their desks and to their books, and thus make learning a process to be dreaded and hated, and the school a prison house from which children escape with joy. With a more liberalized spirit in our schools the school system has ceased to be a machine in which children are bent and compressed into purely intellectual and scholastic molds. In spite of the dismal forebodings of those who attempt to attribute to the leniency and latitude of present-day school discipline the lack of respect for law, order and authority, there are substantial grounds for believing that reverence for the individuality of the child is the most vital element in modern pedagogy. In the teaching of today the discipline of physical force and muscle must give way to the dominant influence and leadership of the spirit in the control and direction of children.

How to Determine the Fitness of Pupils.

The problem of determining the fitness of a pupil for promotion is one which must be solved primarily by the teacher. The purpose of grading and promotion in our schools is not that of punishment or reward, but an intelligent, sensible assignment of a

pupil to the place where he can do the best work. The teacher after having had a pupil in her class for a half-year, or a year, with opportunities for the daily inspection of his recitations and his written work in the different subjects, and for the observation of his physical characteristics and mental attitudes, ought to be better qualified than any one else to decide what is best for the child. The teacher's judgment should of course be based upon a reasonable system of records and not upon mere temporary or spasmodic opinion. Any plan of promotion, however, that makes the teacher a slave to classbooks, markings and per cents is distinctly bad. The determination of the promotion of a child is not a matter of adding and averaging percentages. The teacher should be permitted to recommend for promotion all pupils in her class about whose ability to do the work of the next grade there is no question. There will remain a certain number in each class whose cases should be considered by the teacher and the principal together. There will be an occasional pupil about whom the superintendent will be called into consultation. In all instances the question to be decided is, what is best for the child. Any plan which provided for an examination for the doubtful minority as a final test of what shall be done with him is an inexcusable dodging of professional responsibility. In the light of modern knowledge of the relation of physical to mental conditions it would be far better to call in the doctor and specialist.

The Aim of Grading.

Due consideration should also be given to the physiological as well as the chronological age of the child, to his general health conditions and vital power to resist disease and fatigue, to the degree of mental maturity, and to habits in school attendance, study and performance of assigned work. With our highly intellectualized notions of school work and mechanical standards of measuring the progress of children, too much fuss has been made about scholastic marks and promotions. Re-classifications and promotions should be brought about by normal and quiet methods without any upsetting or serious disturbance of the individual pupil and without any noticeable agitation of the school as a whole. The supreme aim in assigning a pupil to his place in a school system is to provide him with a maximum of opportunity. This assignment is a matter of judgment to be exercised by those best acquainted with the capabilities of the child. The teacher in consultation with the principal can most accurately and wisely determine when the pupil is prepared to advance to a higher grade.—The Educational Monthly.

OUTLINE OF HOME ECONOMICS FOR CLUB STUDY.

By Miss Beulah Arey.

This winter at the monthly meetings of the teachers of Durham County the ladies will be given an opportunity to study and discuss together one of not the most important subjects relating to a woman's realm, "Home Economics."

Strange as it may seem we are so frequently con-

cerned with things which are so remote from us that we fail to be much interested in the things near at hand. Gradually, but surely, women are turning their attention to the really important problems of the home and are finding plenty of scope for their energies. The home, with its many interests, is a subject worth consideration and study. It is within very recent years that the schools have recognized this as a field of definite study, but all along now, from grammar grades up through the high school and college, some attention is being given to various things that help to make conditions of living better. It is not only appropriate, but necessary then, that the teachers of these schools be thoroughly familiar with the many problems which concern the home and be willing and able to assist the burdened home-maker to a higher plane of living. First of all, do we know what "Home Economics" really means? Do we realize how broad it is, the many different things it embraces? Some think that it merely means cooking and sewing. It is far broader than that; but suppose it simply meant the one subject—cooking—let's consider that for a moment. Food: What is the function of food in the body and the bodily requirements; the function of various nutrients, building material, fuel, mineral salts and water; what are the body requirements; the amount and kind of nutrients in regard to work, age and size; what about the selection of food, the palatability and nutritive value, labor of preparation and cost; what about the preparation of food, the care of food, causes of spoiling, etc.? This is only a brief example of one of the many subjects embraced in the broad field of home economics, but upon it hangs many important things we should know, for our health depends upon our food, and everything depends upon our health. Besides the food, comes the subject of clothing, home decoration, sanitation, modern conveniences, better and easier methods of working, co-operation, environment, moral, spiritual and physical life, and numbers of other things which cannot be enumerated here, but which most certainly we, as a body of leaders in a country, should find out. We are endeavoring to raise the standard of home-making. It is not necessary for a woman's life to be full of drudgery if the household is systematized. Because we have our hands in the dish pan it is not necessary to have our heads there also. The time is rapidly passing when we think if we can sweep the floor, fry meat and make red soda biscuit we know all about the home, and well it should be.

Now, if a teacher wants to be to a community what she really should be, she must know the problems involved in the home and how to assist in the solution. "A fountain cannot rise higher than its source," so we must first know these things before we can give them out to others. In our course this winter we want to do both theoretical and practical work; at present it will be theoretical. There are several books and magazines now under consideration for the course, and announcements in regard to the decision made will be made in this column of our news letter as soon as possible.

Again, I appeal to the teachers to take seriously this subject into consideration. This course will be what you make it, and the country needs you, needs your best, is calling you, so let's be up and doing, and do it now.

TWILIGHT DREAMS.

(By J. A. Robinson, "Old Hurrygraph," of Durham, N. C.)

Sweet are the dreams at twilight hour,
When life is like a rosy bow'r;
When in the distance there is heard
The thrilling of the mocking bird;
The moon hangs low, the earth is still,
Perfume of flow'rs the breezes fill;
'Tis then I come to you, my dear,
In eventide when night draws near.

Chorus:

In twilight dreams your sweet face beams.
In a halo bright;
A charm divine, in this heart o' mine,
Angel of light.

Twilight time, in the mellow glow,
Lightsome feet tripping to and fro,
I see you by the porch rose-clad
And wonder if your heart is glad;
When the trees murmur love so true,
And breezes whisper dear to you,
When moon kisses your golden hair,
I wonder if you're waiting there.

Chorus:

The twilight time is dreaming time,
While honeysuckles near you climb;
Their fragrance not a whit more sweet
Than love for you I oft repeat;
A bit of heav'n comes unto me
When in my dreams your form I see;
Of all the bliss that's most sublime,
It's dreaming in the twilight time

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The above song is from the pen of Col. James Robinson, who for so many years conducted the Sun, of Durham, and who is a gifted and popular newspaper man.

The words have been set to music and it is taking well in Northern cities. The music is very catchy, especially the chorus. Miss Alice Neilson, the famous singer, has complimented the song very highly in a letter to Col. Robinson. She said: "It ought to be a good seller as it is very tuneful."

The song was sung at the St. Mary's conference in Raleigh and it was enthusiastically received and came in for many compliments from the large audience which heard it.

FIFTY HEXAMETERS ENTIRELY TOO MUCH.

An indignant mother wrote thus to the principal of the academy:

"Dear Sir: My son writes me that he has to study too hard. He says he has to translate fifty hexameters of Latin a day. I looked 'hexameter' up in the dictionary and find it is a poetic verse of six feet. Now that makes 300 feet or 100 yards of poetry for my poor son to translate each day. I think about half a hexameter, or six inches, of this Latin is enough for a boy of his age.

"Your truly,

Mrs. Smith."

—Biblical Recorder, September 1, 1915.

HISTORY STORIES FOR GRAMMAR GRADES

HOW THE WEST TRADED WITH THE EAST.

By E. C. Brooks.

When people began to settle the Ohio valley, they found the country so fertile that there was almost a sudden uprising of the inhabitants along the seaboard, and a great migration was begun and many endured all kinds of hardships in their journeys westward. The most important road travelled was the old Lancaster road that led from Philadelphia to Pittsburgh.

The Migration.

It was a strange crowd that passed along the old Lancaster road to Pittsburgh. It was a motley crowd, too, drawn from every eastern State and from every rank of life. One family from New Jersey, consisting of father, mother, and five children, walked the rough highway, carrying all their household goods in a wheelbarrow. A blacksmith from Rhode Island pushed a little cart containing some clothes and two small children, while the mother, with an infant at her breast and seven children beside, trudged on behind. Another couple with seven children straggled along, the man carrying all their property on his back. Five hundred emigrants a week passed through Albany in 1871; and by 1820 the tide was pouring across the Mississippi into the present State of Missouri. All roads westward were crowded. Inns and taverns sprang up along the highways and did a thriving business; for many of the settlers were in a prosperous condition.

The emigrants not only went as individuals and by families, but whole villages and townships migrated together. A train of sixteen wagons from Maine, carrying one hundred and twenty men, women, and children, with their pastor, passed through Massachusetts on the way to Indiana to buy a township. This company was not unlike that first Pilgrim band which had landed on the shore of Massachusetts nearly two hundred years before.

The old buffalo trails leading north and south, east and west through the blue-grass State were soon widened into roads by the foot parties and wagon trains that crossed either to the corn country beyond the Ohio River or to the cotton country far to the southwest.

The Pack Horses.

Philadelphia saw early the importance of trading with these settlers beyond the mountains, and a road from the city of Pittsburgh was begun. By 1784 goods were being carried from Philadelphia to Shippensburg, or Hagerstown, Maryland, in Conestoga¹ wagons and thence taken to Pittsburgh on horesback. Philadelphia was fast drawing the trade of the West. A road across the mountains was being opened up along the old trail, over which settlers were continually traveling. Numerous inns and taverns were kept open, and in the busy season trains of pack horses were passing constantly, carrying hides and furs to the East and bringing in return salt and other necessities to the West. The

important freight carriers in the earlier days were pack horses, which moved in long lines, like caravans of camels across the desert. They have well been called the first industrial agents between the East and the West.

The earlier settlers collected what furs and pelts they could obtain throughout the year for the purpose of sending them over the mountains for barter. In the autumn the settlers brought together their goods and the horses were equipped for the journey. Each horse was provided with bell, collar, pack, saddle, and bags. These bags were filled with feed for the horses, but on the return trip were used for salt. The first horse in each group was led by a driver, and each successive horse was hitched to the saddle of the one in front. When everything was in readiness, the long line of pack horses started from the Ohio across the mountains to Shippensburg or Hagerstown, Maryland, where they were to meet the wagons from Philadelphia. Here the furs were exchanged for salt, iron, and other merchandise. Bars of iron were often fastened on the backs of the horses and then bent around their bodies. Each horse carried in addition to other things two bushels of alum salt, which weighed eighty-four pounds. They carried back also to the land far beyond the mountains small packages of tea, chocolate, sugar, pepper, cinnamon cloves, glass beads, hand mirrors, and the lighter iron goods. The caravans that went from the markets of the East to the great Northwest were not unlike those that came from India to Europe in the days when Venice and Genoa were carrying on an extensive commerce with the Far East.

Floating Stores.

New York, Philadelphia, and Baltimore were making great efforts to reach this western country and draw trade to the East. In the West no spur was needed. There all was bustle and hurry. Pittsburgh became the great distributing point, and at times several thousand emigrants, together with goods worth several million dollars, would collect in the city, waiting for the Ohio to rise so that they might go down the river. Settlers along the river watched for the boats from Pittsburgh to get news from the East and merchandise from Philadelphia and Baltimore. This demand gave rise to a new kind of conveyance.

A large vessel resembling a dwelling house soon appeared on the Ohio. It had counters and shelves piled high with "clothing and handsome furniture and kitchenware, china, crockery, shoes, and every sort of article and utensil of use in the household or in the field." As the large floating store drifted down the Ohio, the owner, whenever it hove in sight of a dwelling, would begin to blow his horn. The settler would signal him, and when the store was made fast to the landing, men, women, and children would hurry to the river bank to barter pork, flour, and other produce for such goods as they needed or were tempted to buy. In this way the floating store made its way to Cincinnati and Louisville, where the produce was resold to merchants. The sound of the river horn brought joy to the settlers, and floating stores did a thriving business.

¹Conestoga wagons were large, broad-wheeled wagons, usually covered, for travel in soft soil and on prairies. The name is derived from the town Conestoga, Pennsylvania.

STORIES FOR TEACHERS AND PUPILS

THE WALL AROUND NEUENBURG.

By Charles A. McMurry, George Peabody College for Teachers.

When the German Emperor, Frederick of the Red Beard, was returning from war, he made a visit to Louis, his brother-in-law, at the castle of Neuenburg. To please his brother and sister, he remained their guest for several days, and they spent their time happily together.

One day the Emperor was amusing himself by a walk through the castle. He enjoyed the broad views upon the surrounding landscape, with the villages, hills and forests, and nearer by the group of buildings around the castle court. Then he mounted to the tower which stood out high above the other castle buildings. Looking down upon the roofs and battlements of the great castle buildings, he was so enchanted with the view that he said: "That is a real palace of a prince. I do not see that anything is lacking. But it is too bad that it has no wall around it."

Hearing this Prince Louis said: "My Lord, I will not let two days pass before I put around this palace a wall so good and costly that nothing like it can be found in all Thuringia." The Emperor laughed and said, "That could hardly come to pass."

At noon time, as the Emperor sat at dinner, the Prince sent swift messengers with letters which his scribe had hastily written to all the barons and nobles in Thuringia. On the second night each should come with a chosen band of knights and squires, in full armor and all decked out with war trappings. The next morning, quite early, before the Emperor was awake, Louis stationed his knights, and their men, with their high helmets and shining battle axes and swords, all around the castle, close up against the surrounding moat. They stood close together with their squires before them holding their shields. Where a tower of the wall should stand, there stood a war horse, and upon him sat a knight or baron with a banner raised aloft.

As soon as the Emperor arose, Louis went to him in his sleeping room and said, "The wall, which I boasted two days ago I should build, stands ready and complete. Then exclaimed the Emperor, "How can that be!" Louis answered nothing, but led him out upon the tower and let him inspect the wall.

As the Emperor stepped out, the sun came forth. The silver studded helmets and the gold-covered shields glittered, the naked battle axes and swords flashed, the banners in green and red, yellow, blue and white, shone in the sun. The throng of knights and squires stood like a wall.

A long time the red-bearded Emperor gazed silently upon the living wall and then he said, "I must confess such a firm and costly wall I have never seen in my life before. I thank you, my brother, that you have permitted me to see it."

"What is your name?" a Kentuckian asked a negro boy.

"Well, boss," he answered, "everywhere I goes dey gives me a new name, but my maiden name was Moses."—Everybody's.

AN EXCELLENT PLAN FOR TEACHING STORY TELLING.

What Happened Next?

Alice E. Allen.

(This little unfinished story is to be read, or told, to the children. Then let them tell in their own way the rest of the story.)

The Circus Parade.

For days, Phil and Ross and John and Bob had been getting ready for the circus. They had to ask Helen, even though she was only a girl, to take part. You see, she had the only pony who would be sure to do just as he was told.

First of all, there was to be a parade. It was to start from Phil's yard, go around four streets that made a square and come back into Phil's yard. Then and there the circus was to begin. Chairs were all ready. There was a peanut stand and a lemonade stand. There was a real tent. Tickets were high—a cracker or a cookie or a peppermint cream each. Enough had been sold so that there were two crackers, half a cookie, and a peppermint cream apiece, with one peppermint left over for the pony. But not any for Buster. Buster was Bob's big dog. Bob hoped to sell at least one more ticket, else he would have to share his candy with Buster.

The procession formed and came into view. It was a very fine parade. Dot sat on the steps to watch it. She held her big black cat, in her arms. She clapped her hands and Trixie lashed his tail. Dot decided she didn't care any more because she and Trixie hadn't been asked to take part in the circus. She spent her last peppermint drop to get in.

Phil and Ross were cow-boys. They wore khaki suits and broad sombreros. John and Bob were dreadful Indians in war-paint and feathers. Helen rode the pony. She was an Indian princess in full costume, moccasins, beads, and all. The pony stepped proudly along to the music of Ross's drum and John's mouth-organ. Behind Bob, came Buster. It wasn't the place for him. But he wouldn't follow anyone else, and he didn't want to follow Bod. You could see by the set of his jaw that he didn't like circus parades, anyway, and was looking for a chance to leave this one. He wore a broad blue ribbon bow, which he didn't like either.

Just as the procession was passing Dot, she sprang up and dropped Trixie.

(Something happened to break up the circus parade. Make believe you are Dot, and tell what it was and what happened, in the funniest way you can. Then tell all about the circus itself. For although it was late getting started, they had it. And Dot went.)—Primary Education.

ONE HOPE LEFT.

Stage-struck Maiden (after trying her voice)—"Do you think I can ever do anything with my voice?"

Stage-Manager—"Well, it may come in handy in case of fire."—Sidney Bulletin.

POEMS TO BE USED IN SCHOOL

OUTLINE FOR TEACHING A POEM.

1. Clearness.
2. Slowness.
3. Simplicity.

First, gain undivided attention. Give subject of poem; let children recall past experiences which will help them understand; then read whole poem to them with no interruption or explanation.

Reread poem, explaining just enough to make main thoughts clear. In giving explanation, do not give too much detail.

Now pupils are ready to memorize.

Repeat after teacher three times. Give first to the child the lines that convey a complete thought or picture. Have him repeat. Do this twice, then give him the whole stanza and have him repeat once. Ask questions to test memory which lines of poem will answer.

One poem required each month, one short selection each week.—Miss Edith Royster.

POEMS TO TEACH.

God Give Us Men.

God give us men! a time like this demands
Strong minds, great hearts, true faith and ready hands.

Men whom the lust of office cannot kill;
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who love honor—men who will not lie.

Men who can stand before a demagogue,
And damn his treacherous flatteries without winking:

Tall men, sunerowned, who live above the fog,
In public duty and in private thinking;
For while the rabble, with its thumb-worn creeds,
Their large professions and their little deeds—
Mingle in selfish strife, lo! Freedom weeps,
Wrong rules the world and wating Justice sleeps.

* *

The Boys That Run the Furrow.

You can write it down as gospel,
With the flags of peace unfurled,
The boys that run the furrow
Are the boys that rule the world!

It is written on the hilltops,
In the fields where blossoms blend;
Prosperity is ending
Where the furrow has an end!

The waving banners of the fields
O'er the broad land unfurled—
The boys that run the furrow
Are the boys that rule the world!

—Atlanta Constitution.

POEMS TO MEMORIZE

Greeting.

(To be recited by a little girl at the beginning of an afternoon's entertainment.)

Good friends, we are so glad you've come
To be with us today.
We'll try our best to please you well,

Your kindness to repay.
I'm such a little tot,
I can say only this:
"We love you very, very much,
Here is our greeting kiss."

* *

What it is to be Helpful.

To have willing feet,
A smile that is sweet,
A kind pleasant word
For all that you meet,
That's what it is to be helpful.

To try every day
In all that you say
To make some one happy
In work and in play.
That's what it is to be helpful.

* *

Memory Gems for Third and Fourth Grades.

Somebody did a golden deed;
Somebody proved a friend in need;
Somebody sang a beautiful song;
Somebody sang the whole day long;
Somebody thought, "'Tis sweet to live;"
Somebody said, "I'm glad to give;"
Somebody fought a valiant fight;
Somebody lived to shield the right;
Was that "somebody" you?

* *

For every evil under the sun
There is a remedy, or there is none.
If there be one, try to find it;
If there be none, never mind it.

* *

Jog on, jog on, the foot-path way,
And merrily hent the stile-a:
A merry heart goes all the day,
Your sad tires in a mile-a.
—William Shakespeare.

* *

Look up! and not down;
Out and not in,
Forward- and not back;
And lend a hand.
—Edward Everett Hale.

"PIECES TO SPEAK."

The irksome task of finding suitable pieces for the children to recite on public occasions or on Friday afternoons is going to become greatly lightened for those teachers whose schools are provided with Brooks's "North Carolina Poems." It contains dozens that are fine for boys, dozens that are fine for girls, and dozens that are fine for either boy or girl. And there is a wide range of choice, since the book contains numerous patriotic, descriptive, humorous, and other selections, short enough and long enough, but none of them too long. The sooner you order, the sooner you will wish that you had had this book long ago. Price, \$1.00 in cloth; 50 cents in paper covers. Address **North Carolina Education, Raleigh, N. C.**

Send me the numbers for September and October. I don't want to miss a single copy this year.—Lizzie Coffey, Westfield, N. C.

LESSON PLANS FOR NOVEMBER

OUTLINE OF LESSONS IN AGRICULTURE.

Weeds.

1. Weeds, definition, characteristics, the harm and good they do.
2. Bring ten weeds—these should be examined and described in class.
3. Pupils examine seeds of ten weeds and draw same.
4. Kinds of weeds as to length of life, annuals, biennials and perennials—how combat each.
5. Discussion, and description of twenty weeds, where found, etc.
6. How weeds get from place to place. Dissemination of seeds.
7. Discussion of ten very harmful weeds. Dandelion, cocklebur, sourdock, burdock, jimson weed, plaintain, Canadian thistle, daisy, fleabone, quick-grass, ragweed, morning glory.
8. Classify weeds into several groups as:
 - (a) Weeds of cultivated fields of corn, wheat.
 - (b) Weeds found in pastures.
 - (c) Weeds found in meadows.
 - (d) Weeds along roadside.
 - (e) Weeds in garden and yard.
9. Name weeds of the pasture. How destroy same.
10. Bring a sample of clover seed, and find the weed seeds in same. Figure the per cent of weed seed and worth of clover seed.

Legumes.

11. Clovers—comparison of red, white and sweet clover seeds, plants, roots, nodules, etc.
12. Same as 11.
13. Nodules on Legumes should be explained. Pupils read references.
14. Kinds of soils adapted to these plants, and their benefit to soil.
15. Use of clover as a part in a well balanced ration.
16. Cowpeas and soybeans. Study cowpeas, seeds and draw same.
17. Cowpeas—how grown and harvested.
18. Soybeans. Description of seeds. Draw same.
19. Value of soybeans to land and as feed.—Ex.

GEOGRAPHY IN THE PRIMARY GRADES THROUGH STORY TELLING.

First, we took the study of animals, and talked about what we actually knew about them. This aroused interest, and I asked the children to bring to class a list of all the animals they could think of. This being done, we combined the lists, not using either name more than once.

Then, we took the first ten animals and discussed them. Each one tried to tell something different. This led the children to hunt for something new. We took a portion of our list day after day until it was completed. I of course, carried to class new material for the children and occasionally told a short story about the animal we had before us. We discussed their homes, food, clothing and climate best suited for them, also their value.

We studied birds in somewhat like manner, food, plumage, color, etc.

In the forest we took the trees in our own community. We compared them to see which were of

greatest value, for what used, and the fruit each bore.

Much interest was shown when we discussed the agricultural crops. In this we took up the time planted and time harvested and the method used for planting and harvesting each crop. What season they grow best and why they do not grow in some other sections. Improvement of the soil and rainfall was brought out in this also.

FOR THE GEOGRAPHY CLASS.

Oysters in Trees.

The other day I heard somebody speak of "oysters hanging upon the branches of trees on the borders of the Chesapeake Bay."

"That sounds like a fairy tale," thought I, so I said: "I always supposed oysters grew under water. I never knew they hung on trees like apples. Curious sort of oysters those must be which grow on trees along the banks of the Chesapeake!"

"Chesapeake Bay has the finest kind of oysters," said the talking man. "The reason they are sometimes found growing on tree branches is this: The spawn of the oyster floats about in the water, tossed by wind and waves. It has the quality of attaching itself to any solid substance it touches. Sometimes it might be the bottom of a ship, a rock, or a tree branch. You know the bottom of a ship often needs scraping on account of the shell fish adhering to it.

"The branches of trees often droop into the water. They do it along the borders of the Chesapeake, the same as on the banks of any river or bay. At high tide such branches will be covered with water, and when the tide goes back, the branches come to the surface again.

The spawn sticks on those boughs when they are beneath the waves. In a few days the tiny oysters begin to develop, and before long at every low tide the branch can be seen hanging out, with little oysters growing all over it.

"Sometimes a branch which is often under water will be nearly covered with small oysters. It looks very odd, of course, but it's a common enough sight down there.

"Grow? They don't grow very large, to be sure. To attain perfection an oyster must be always in water, and these hang half the time out of it. When they are exposed too long to the hot sun, they die. Their weight often causes them to fall off.

"Little oysters are sometimes transplanted. Not off tree branches, but from the beds at the bottom of the bay. They are planted in oyster-beds in other places where in a couple of years, they grow to maturity."

"That's the way queer stories get about. Somebody hears of a thing and doesn't understand the sense of it. And most people never stop to ask what it means. They either repeat the story for a marvel, or they don't believe it."—Harper's.

The September and October numbers of **North Carolina Education** are better this year than ever before. I trust that all succeeding numbers may be as interesting as these are.—E. W. Joyner, Superintendent, Dare County.

School Room Methods and Devices.

WHAT TO DO NEXT.

Esther Martin.

Many children would not be idle in school if they knew "what to do next." The second or third day of school, I give each child his own program. The exact time for recitations can be put on, yet it is not necessary. For example for the Sixth Grade:

9 a. m.

- 1 Recite Arithmetic.
- 2 Study Arithmetic for next day.
- 3 Study Geography.
4. Study Spelling.
5. Recite Geography.

Recess.

This plan is of unmeasured value in an ungraded school where the pupils must prepare and organize their work, while the teacher conducts so many other recitations.

Another scheme for placing the responsibility upon the pupils and holding them for the essentials is as follows:

Prepare questions daily, directly from the text-book over the new lesson. If the class is large, put these on the blackboard, if small, make carbon copies. The latter plan is the better. You say this makes the work mechanical. Yes, of course it would were the pupils permitted to recite from them, but each child delights in reciting the whole lesson in his own words, and shows the keenest disappointment if another member of the class is allowed to complete the recitation. On all easy lessons, the children instead of the teacher prepare the questions for each other. Each one, however, must be able to answer all of his own questions, else a "sly boy" will try "to stick" his rival.—Primary Education.

* *

HOW TO USE O, OH.

In direct address use O with a noun, as O John, come.

No punctuation follows O.

In expressions of joy, pain, surprise, etc., use oh, as: Oh, how beautiful the mountain is!

When the sentence as a whole is exclamatory a comma follows oh and an exclamation point is used at the end; otherwise this is the correct punctuation: Oh! I have forgotten my camera.

O is always a capital, but oh is capitalized only at the beginning of a sentence.

Examples: We made this trip; and, oh, how enjoyable it was!

Oh! Have I hurt you?

Come, O men of iron will.

O, yes, I understand you.—Western Teacher.

* *

THREE HELPFUL DEVICES.

By Jessie E. Clark.

1. A Geography Game.

Once a week in this school which is semi-graded I combine the sixth and seventh grades in geography and let them play a game in which each pupil receives a number of cards with questions and answers

covering the interesting and important facts in geography. Each pupil asks a question on one of his cards. The pupil answering it correctly receives the card. The object is to see who has the most cards at the end of the period.

2. "Current Events."

On Thursday of each week the two highest grades are combined in history and instead of regular work each pupil recites on some topic of interest to him, which is taken from the school paper, "Current Events." Sometimes for review work in history and geography I let each pupil prepare several questions on the work covered to ask other members of the class. They like this very much.

3. Bird Study.

For nature study we are now discussing the common birds of Minnesota according to the following outline:

Plumage, size, nest, eggs, food, and habits.

After we talk about each bird, compositions are written by the different grades for their language work.

These are saved and booklets made of them at the end of the bird study. On the cover of each booklet the picture of a favorite bird is pasted. A poem is also learned for language work in connection with each bird.—School Education.

* *

WHO AM I?

(Write this little poem on the board for primary children, leaving the blanks for the children to fill out. Each child should copy the poem and fill out the blank.)

I'm little, I'm spry, I feel like silk,
I like to eat mice, I like to drink - - - .

I've stand-up ears, I've eyes green-blue,
And when I talk, I say - - - , - - - !

I can live out-doors, but I much prefer
To sleep by your fire, where I'll - - - - and - - - .

Of course you know me, furry and fat,
My name is ————, your own little - - - !

—Primary Education.

* *

STORIES IN PUBLIC SCHOOLS.

Bertie Badger Moyers.

Marshall Moore, County Superintendent of Hillsboro County, Florida, is introducing into the Tampa public schools this year, on a larger plane, an idea he tried last year in a small way, and found a success.

The children of Tampa will learn arithmetic, weights and measures, bookkeeping and other business lore by a means of model department store in each school during the term. The school will be equipped so that the business to be carried on, by the pupil, will be made as nearly like what is done in regular department stores throughout the country, as possible. Mr. Moore has made arrangements with a number of manufacturers to furnish him with boxes and packages labeled exactly as if they

were to be sold, but without the goods. This the manufacturers seem only too willing to do, as it is an advertisement for them, as well as a great help to Mr. Moore.

Each of the model stores will contain a pair of scales and money drawer, and a set of books will be kept, so that the children will be trained well in every department of ordinary business life. The tables of weights and measures learned in actual practice, Mr. Moore believes, will be better remembered than if studied in books alone.—Popular Educator.

SUGGESTIVE LIST OF STORIES FOR SUB-PRIMARY AND FIRST GRADE.

Miriam E. Tobey.

Sub-Primary List

The Three Billy Goats Gruff.
The Old Woman and Her Pig.
The Three Bears.
The Pancake.
The Gingerbread Boy.
The House That Jack Built.
Chicken Little.
The Pig Brother.
The Little Red Hen That Found the Grain of Wheat.
The Ant and the Grasshopper.
The Dog and His Shadow.
The Fox and the Little Red Hen.
Town Mouse and City Mouse.
The Town Musicians.
The Hill and the Little Boy.
Five Peas in a Pod.
The Lion and the Mouse.
Billy Boy.
The Cat Learns to Dance.
Belling the Cat.
Little Red Riding Hood.
The Little Plant.
The Straw, the Coal and the Bean.
The Three Little Pigs.
Titty Mouse and Tatty Mouse.

First Grade Stories.

Little Mouse Pie.
Poplar Tree.
The Anxious Leaf.
The Little Jackal and the Alligator.
The Crane Express.
The Elves and the Shoemaker.
The Boy Who Cried "Wolf, Wolf."
Epaminondas and His Auntie.
The Goose and the Golden Eggs.
Little Half-Chick.
The Fox and the Grapes.
How the Chipmunk Got His Stripes.
The Discontented Pine Tree.
Briar Roses.
One Good Trick.
The Blind Man and the Lame Man.
The Lion and the Jackals.
Johnny Cake.
The Sleeping Apple.
The Thrifty Squirrel.
Lambkin.
The Hare and the Tortoise.
Jack and the Beanstalk.

Timothy's Shoes.

The Brownies.

Little Black Sambo.

—Atlantic Educational Journal.

ARE SCHOOL-HOUSES MADE TO BURN?

No one would think for one minute that schools and colleges in this country are built to burn, but, according to Insurance Engineering, a most valued publication, and, indeed, according to recent investigations right here in North Carolina, great numbers of the school buildings are so faulty in design (and many of them in the care that is given them) that they might as well be "built to burn" so far as actual results are concerned. Insurance Engineering find that out of 271 typical fires in a given period of fires the average fire loss per fire was \$25,000 and the aggregate loss of school property \$3,000,000.

A stirring illustration of the North Carolina situation is that of the Murphy School building (Raleigh), which had two fires within a year and was found to be so designed that the heating plant was actually right under the main stairway that extended through the two stories of the building in such a way that a fire starting from the furnace would leap right up through the main stairway where it would have the maximum draft for quick burning and greatest means of cutting off escape of children and teachers. There are others just like it in many parts of the State, most likely.

Now, the North Carolina Department of Insurance is co-operating with the State Department of Education in efforts to bring about definite adoption of exterior stairways for school buildings, these to be provided through the construction of the fire escape tower stairways in such a way as that they will take the place of the stairs that usually go up through the center of the building. The Department of Education is taking hold of this matter, and it is not likely that many more "built to burn" school-houses will be erected in North Carolina.—State Journal.

NORTH CAROLINA POEMS.

Do not forget that Brooks's North Carolina Poems is the latest collection of our native verse, that it gives 102 poems from 37 poets, has useful notes and biographical sketches, that many of these poems have not appeared in book form before and many others are out of print, that it costs only \$1.00 (or in paper covers, 50 cents), and that only a few copies now remain even at this price. Order now, addressing North Carolina Education, Raleigh, N. C.

INSTRUMENTAL ACCOMPANIMENT.

A charming young singer called Hannah
Got into a flood in Montana.

As she floated away,

Her sister, they say,

Accompanied her on the piano.

—Penn. State Froth.

Our motto for this year is, "Every Teacher an Active Member of the Teachers' Reading Circle." Of course this means that every teacher must become a reader of **North Carolina Education**. We think we are going to reach our goal.—F. M. Williamson, Superintendent, Chatham County.

AN INVITING SUNDAY SCHOOL TASK FOR PUBLIC SCHOOL TEACHERS.

By E. L. Middleton, Baptist Sunday School Secretary, Raleigh, N. C.

[**Editorial Note.**—A few weeks ago Mr. E. L. Middleton, the Baptist Sunday-school Secretary at Raleigh, published in the Biblical Recorder an appeal to the public school teachers of his denomination, pointing out the sore need of trained teachers in most Sunday-schools, and urging that wherever possible they organize and train Normal Classes for Sunday-school work. Mr. Middleton's appeal is so widely applicable that we print it in *North Carolina Education* for the benefit of all teachers of whatever faith who, through its suggestions, may recognize a great need for their services and a golden opportunity for great usefulness.]

One of the greatest problems before us is to secure an adequate supply of officers and teachers for our Sunday-schools. Teacher training is an agency for meeting this need. But there arises another problem of securing leaders or teachers for the Normal Classes. Surely pastors and superintendents are responsible for the work, but in many cases they cannot actually do it.

I am venturing a suggestion. There are over 9,000 white public school teachers in North Carolina. Many of these are non-residents where they teach. Very few teach a regular class in Sunday-school on account of the short time they are in the community. They are there, however, long enough to conduct a Teacher Training Class.

There are two phases of the work that ought to appeal to them. One is a Normal Class during the lesson period of the Sunday-school for prospective teachers, and we need thousands of new officers and teachers every year. The other is a class of officers and teachers now at work with any others who ought to take the course. This class must meet at some time other than the Sunday-school hour.

I realize the arduous work of the week, but these teachers are preeminently competent to do this work and owe to God some service. I speak advisedly about doing the work. For seventeen and a half years I taught in public and private schools,

and all this time I was an officer or teacher in a Sunday-school.

The teachers in the day schools above all others know the need of greater efficiency in the work of our Sunday-schools. Teacher Training helps tremendously in attaining this.

Teaching is an art. It has its laws and principles. The teacher learns these by study. "Thou therefore which teachest another teachest thou not thyself?"—Rom. 2:21.

Organization is a necessity. Every worker must learn how much is needed and how to secure it.

Enlargement of membership is secured by learning how. Teacher training courses tell you how.

Equipment is desirable. The trained teacher will find some way to secure class rooms, books, maps, charts, a blackboard, suitable seats, etc.

Evangelism is the main purpose of the Sunday-school. An entire book is offered to tell you how to win the lost.

Efficiency along all lines is attainable by the worker who knows how. You can learn how.

Growth as shown in reports proves our people believe in it. Show your appreciation of it by beginning the work.

Country Sunday-schools can have successful classes if they will. Several country pastors have Training Classes in all their churches.

Books adapted to our needs have been selected. They give just what the worker needs in the shortest and clearest way possible.

Supply teachers are guaranteed in a Sunday-school where young people not yet teachers are trained for the work in special classes.

Experts are not required to do the work. People of consecration and common sense can teach normal classes.

I make this appeal to our public school teachers to help in a great cause, and earnestly help their pastors and Sunday-school superintendents in whatever field they may be teaching.

NORTH CAROLINA TEACHERS' ASSEMBLY, RALEIGH, NOV. 24-26

The thirty-second annual session of the North Carolina Teachers' Assembly will convene in the city auditorium of Raleigh, Wednesday evening, November 24, at 8:30 o'clock. It will be country school night and Miss Jessie Field and Mr. H. W. Foght will be the speakers.

Thursday morning Bishop Darst, of Wilmington, will preach at the Thanksgiving service. Thursday evening a musical program and addresses of the President, Miss Mary O. Graham, and of Dr. David Snedden will be followed by a reception at the Governor's Mansion.

The annual business meeting will be held at 4:30 Friday afternoon, the twenty-sixth, in the Sunday-school room of the First Baptist Church, when the officers for next year will be chosen.

"North Carolina Night" comes Friday evening. The College Get-to-Gether Dinners from 6 to 8 o'clock, will be followed by a musical program and

addresses at the city auditorium, the speakers being Presidents Bruce Payne and E. A. Alderman, and Secretary Josephus Daniels.

Kindergarten.

The sessions of the kindergarten teachers will be held in the kindergarten room of the State School for the Blind. Miss Hattie Scott, of Asheville, is the President of this Association, and among those on the program for addresses are Miss Brochhausen, of Indianapolis, and Miss Cobb, of Edinboro, Pa.

Primary.

Mrs. T. E. Johnston, of Salisbury, is President of the Primary Teachers' Association and the sessions will be held in the Sunday-school room of the First Baptist Church. An elaborate program has been arranged covering a survey of the status of the primary teacher and the subjects of writing.

arithmetic, and reading. There will be a number of addresses by members in addition to those by Misses Brochhausen and Cobb. The president's address comes on Thursday afternoon at 3 o'clock.

Grammar.

The grammar grade teachers and principals, of which Mrs. M. B. Terrell, of Raleigh, is president, will hold their sessions in the high school auditorium. The "State Certification of Teachers", "A Progressive School," and "Actual Work in the Grammar Grades" are to be discussed in the conferences. Editor A. E. Winship and Commissioner Snedden, of Boston, are scheduled for addresses. The president's address will come Friday afternoon.

High Schools.

Mr. E. H. Moser, of Zebulon, is President of the High School Teachers Association. The sessions will be held in the hall of the House of Representatives. A live program has been arranged, made up of papers, conference discussions, and addresses.

City High Schools.

The meeting of the city high school teachers and principals will be held in the Sunday-school room of the Presbyterian Church, beginning Thursday morning at 9 o'clock. Morning and afternoon services will be given to papers, conferences, and addresses. Mr. W. F. Allen, of Goldsboro, is President.

City Superintendents.

Mr. A. T. Allen, of Salisbury, is President of the Association of City Superintendents. The sessions will be held in the Senate Chamber, morning and afternoon. An unusually strong and progressive program will claim attention and there are some interesting reports to be made by standing committees on printing, text-books and professional ethics.

Music.

The Association of Music Teachers will meet in the auditorium of Meredith College, Thursday morning at 10 o'clock. Mr. H. A. Shirley, of Salem Academy and College, is President, and his address comes Friday afternoon. Morning and afternoon sessions will be devoted to discussions and conferences and, of course, there will be an interpersions of musical programs.

Public High School Principals.

The third annual conference will be held in the Sunday-school room of the First Baptist Church, Tuesday afternoon at 2:30 o'clock. Mr. N. W. Walker is President, and Mr. S. J. Coltrane, Jamestown, is Secretary. Informal reports will be called for from representative schools. Significant factors of progress and hindrances to progress will be emphasized. The type of county high school that is needed for country life, its equipment, curriculum, teachers and students will be considered. There will be morning and afternoon sessions.

County Superintendents.

State Superintendent J. Y. Joyner is President and the sessions will be held in the chamber of the House of Representatives. This meeting will consist of a series of conferences and discussions relating to (1) increased efficiency by increased

funds, improved equipment, better attendance and better organization and classification of pupils; (2) increased efficiency of the teaching force (a) by closer and more efficient supervision and (b) by systematic professional study and training; (3) increased efficiency by organization and stimulation of school officials and patrons.

PROGRAM.

Tuesday Morning, 11:00, November 23.

I. Funds, Equipment, Attendance, Organization and Classification of pupils.

Topics:

1. Local Taxation and Consolidation.
2. Equalization and apportionment of General State and County School funds.
3. Improvement of School-Houses and Equipment.
4. Classification and Gradation of Pupils: (a) Primary Grades; (b) Grammar Grades; (c) High School Grades.
5. Attendance: (a) Enrollment; (b) Regularity of Attendance.

Tuesday Afternoon, 2:30, November 23.

II. Supervision and Systematic Professional Study and Training for Teachers.

Topics:

1. Closer Supervision by More Frequent Visitation of Schools and More Thorough Inspection of School Room Work by County Superintendents, Assistants and Supervisors.
2. Systematic Professional Study and Training for Teachers: (a) Teachers' Associations—County and Group Meetings; (b) Teachers' Reading Circles.

Tuesday Evening, 8:00, November 23.

(Sunday-school room First Baptist Church.)

Joint meetings with public high school principals.

Wednesday Morning, 9:00, November 24.

III. Organization and Stimulation of School Officials and Patrons.

Topics:

1. Organization of School Committeemen and Methods of Interesting Them and Securing Their Active Co-operation for the success of the Schools.
2. Methods of Reaching and Interesting the Patrons, of Informing Them as to the Work and Conduct of Their Children and of Securing Their Co-operation in Attendance, Discipline and Study.

Wednesday Afternoon, 2:30, November 24.

Address: Dr. David Snedden, Commissioner of Education of Massachusetts.

General Topic for Discussion: Moonlight Schools and the Elimination of Adult Illiteracy.

Programs of all departments as well as other information may be obtained by writing promptly to Mr. E. E. Sams, Secretary, Raleigh, N. C.

A TIMELY HINT.

O'Leary, V. C., is bright as well as brave. To a young fellow who begged him for one of his buttons as a keepsake, Michael said:

"Is it one button only you're wantin'? Sure, if ye'll just cross the road a bit there's a fine-lookin' sergeant there who'll give you a coat full of buttons for the asking; and you'd look mighty fine in khaki, me lad."

The souvenir-hunter disappeared.—Boston Transcript.

THE AGE OF UNDERSTANDING.

"Please read me the poem you're reading, mother," begged a little boy, sweetly, according to Child Betterment. "But I'm afraid it's too old for you, dear," his mother answered. "I'm afraid you wouldn't be able to understand it." "Oh, yes I would," was the calm answer, "so long as you didn't try to explain."

CHOOSE, LADIES.

An office is a place where women do what men want done.

A home is a place where men do what women want done.—Life.

North Carolina Education

EDITOR:

E. C. BROOKS, - Durham, N. C.

PUBLISHER:

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Entered as second-class matter January 21, 1909, at the post office at Raleigh, N. C., under the Act of March 3, 1879.

Remember the date of the Teachers' Assembly—Thanksgiving week.

This is the Moonlight School Month. We have something to be thankful for.

The Durham city schools contain an "electric light school" that runs throughout the year.

Don't forget that Thanksgiving comes this month. Give the children an entertainment. It will do them good, you good, and the parents good.

How many white illiterates have you in your county, Mr. Superintendent? You should become acquainted with them during the month of November.

The educational exhibits at the State Fair improve every year. Those who did not see the large exhibit last month missed something worth seeing. Every county should be represented next year.

Every teacher should have her contract properly signed before beginning school. Remember this, if you are not thus safeguarded, an angry parent can keep you from drawing your salary. Attend to business.

How many city schools are interested in the "moonlight school" question. You know, Mr. City Superintendent, that you can run an "electric light school" continuously until there are no illiterates in your community.

Durham County is publishing a weekly Bulletin for the benefit of the teachers of the county. It contains news of the club work, the teachers' reading circle, school activities, and general directions to teachers and school officials.

The best and safest way to settle trouble in school is to settle it before it happens. That's good generalship. It saves your nerves, economizes your time, makes you popular, improves the pupils, and makes the whole round world look better.

The new office of **North Carolina Education** is room No. 214 in the Biblical Recorder Building at 121 West Hargett Street. We hope that a large number of those who attend the Teachers' Assembly will have time to call and to make the office headquarters for any service it can render.

TO SUPERINTENDENTS.

If you have on hand as many as five or ten copies of our September number that you do not need, please return them. If your name is on the package, you will be reimbursed for postage. Our supply of September is exhausted and about 200 orders are unsupplied.

Let us know the date of your next Teachers' meeting, and the number of sample copies you need will be sent from our October supply.—W.F. M.

WHY THE PUBLIC CANNOT TELL WHAT IS WRONG WITH THE SCHOOL.

A school may be on the decline and the parents at the same time may think that it is flourishing as the green bay tree. But after a decline of several years the public will awake to the fact and demand a change of policy, a reorganization, or a method that will make the school more efficient. The public cannot tell what is wrong with a school, because the people do not know the cause of the decline.

The decline in a system may begin at one of four points: (1) The system of grading and promoting pupils in the grammar school can affect the spirit or life of the whole school in such a way as to make it lifeless and mechanical; (2) A number of teachers in the system may be lifeless and mechanical. If so they send their products from year to year to mingle with other classes and this unspirited work will affect the grading and the work of the entire schools; (3) the course of study may be suitable only to a few students; and teachers spend their surplus energy endeavoring to make misfits fit, and the uncongenial congenial; and (4) The superintendent may deny freedom to his teachers in selecting the once popular school of superintendents who and arranging class material. He may belong to prepares in his office during the summer the daily program of every teacher and designates everything she would be expected to do. In this way he took away freedom, destroys spontaneity, and runs the life out of his system; for the self-activity of the teacher is as essential as the self-activity of the pupils. Any one of these defects in a system of schools will soon destroy its life, and two or more working in concert would soon destroy a nation.

I find **North Carolina Education** very valuable in my work and wish it abundant success.—Miss Hannah J. Starr, Principal of Olney School.

AS TO THE CERTIFICATION OF TEACHERS.

We have received several letters from teachers in different parts of the State concerning our plans of certifying teachers. Superintendent I. C. Griffin writes as follows:

"Your editorial in North Carolina Education on the Certification of Teachers meets with my hearty approval. . . . The last Legislature passed a law making it possible to divide the counties into two equal groups, and to have the same number of institutes each summer. Your proposed plan would be entirely practical under such conditions, and I believe that it would meet with the approval of all the teachers of the State. The certification of teachers would be in the hands of professional men and women who would do the work in conference with the county superintendent. I hope that you will follow up your editorial with an active campaign in behalf of the plan. Why not let this matter be discussed by the city and county superintendent during the Assembly?"

Professor D. D. Dougherty of Boone writes: "I have just enjoyed October Education and I am writing to say that your plan of giving certificates to teachers is good."

HEALTH OFFICERS ADOPT SCHOOL INSPECTION.

The whole time health officers of Sampson, Nash and Pitt Counties have adopted the plan of medical school inspection for their schools this year that the State Board of Health has recently developed. The health officers of these counties will co-operate with the Board in the manner as the school specialists of Alamance, Northampton and Edgecombe Counties.

The Board will keep a record of all school children whose examination showed some physical defect and, in order to see that the child receives treatment, will adopt the same follow-up method in Sampson, Nash and Pitt Counties as in the other counties where the medical inspection campaigns will be conducted by the Board. The whole time health officers, however, will be able to give only two or three days in the week to this work while in other counties the specialist will give his entire time.

With these counties adopting medical inspection for their schools it is expected that by the end of the school year that ten or more counties will have been given the benefits of this combined educational-health work.

INTERESTING RURAL STATISTICS IN WILKES COUNTY.

The first attempt of an educational and social survey in Wilkes County was made a few months ago by Superintendent C. C. Wright. The following interesting facts relating to the life and progressiveness of the 1,300 families surveyed by the 77 schools that reported were published last summer in an

Educational Edition of the North Wilkesboro Hustler:

"Eight per cent of the people own their own homes; 32 per cent belong to a farmers' organization, while 23 per cent attend the Farmers' Institute; 19 per cent of the patrons of the schools have boys in the Corn Clubs of the county, and 19 per cent have girls who are members of the Girls' Tomato Clubs.

Sixty-three per cent of the people of the county are members of some church, while 87 per cent of the children attend Sunday-school.

Seventy-four per cent of the families have milk and butter all the year round; 51 per cent buy corn, and 52 per cent buy meat.

Forty per cent of the families have deposits in the local banks, while 23 per cent have been helped by the banks.

Nineteen per cent of the homes were screened from flies.

Sixty-seven per cent of the people get daily mail; 56 per cent of the patrons favor a reasonable tax for rural improvement; 20 per cent of the homes have telephones in them; 4 per cent are insured against fire; 18 per cent have their dwellings painted. Sixty-four per cent favor larger schools, more teachers, better paid teachers, and larger and better houses and grounds."

And we are able to add to these another item illustrating the fine spirit that prevades the teaching forces of Wilkes: When the September meeting of the county teachers was held, 174 present sent the registration to highwater mark, and of these, 130 signed pledge cards promising their aid in the moonlight schools of the county. And Superintendent Wright says there would be more signers if he had had more cards!

THE FABLE OF THE UNWISE.

The following fable, which is probably of Turkish origin, is not without a touch of truth: As a woman was walking, a man looked at and followed her.

"Why," said she, "do you follow me?" "Because," he replied, "I have fallen in love with you."

"Why so? My sister, who is coming after me, is much handsomer than I am. Go and make love to her."

The man turned back and saw a woman with an ugly face, and being greatly displeased, returned and said: "Why should you tell me a falsehood?"

The woman answered: "Neither did you tell the truth; for if you were in love with me, why did you look back for another woman?"—Pathfinder.

SUMMED UP.

"Describe the manners and customs of the people in India," wrote the geography teacher on the blackboard.

A small boy on the front seat chewed the end of his lead pencil into pulp, and then disposed of the subject by writing, laboriously, "They haint got no manners and they don't wear no customes."—Harper's Magazine.

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

COURSE FOR 1915-1916.

LESSON II--OUTLINES FOR PRIMARY AND GRAMMAR GRADE TEACHERS

THE READING CIRCLE LESSONS FOR GRAMMAR GRADES.

I. Reading in Brigham's Geographic Influences.

The United States History classes are now studying the discovery, exploration and settlement of America. Review Chapter I of Brigham's Geographic Influences and have your pupils with your assistance to work out the following topics:

1. Why did the English select the region from Maine to Florida in which to plant a colony?

2. Why is the valley of the Hudson and Mohawk rivers called "The Eastern Gateway."

3. What races of people passed through this gateway?

4. Why was the Hudson valley so important in the Revolutionary War?

5. Why did the Erie Canal follow this route?

6. What influence did this gateway have on the building of New York City?

In making this study use the maps freely and read especially "The Use and Misuse of Maps" (page 126-134) in Dodge and Kirchwey's "The Teaching of Geography." If you have no good wall map, the maps in Comparative Geography are very good.

II. Reading in the Teaching of Geography.

When the Reading Circle work closed last year we stated that we would make a study this year of Industrial and Commercial Geography. Teachers should read, therefore, chapter XIII of Dodge and Kirchwey's "The Teaching of Geography." The chapter is treated under the following heads:

1. Modern View Points in Geography Teaching.

2. Industrial Geography.

3. The Point of View of the Teacher of Industrial Geography.

4. Geographic Basis of Agriculture.

5. Geographic Basis of Grazing.

6. Geographic Basis of Lumbering.

7. Geography of Hunting and Fishing.

8. Geographic Basis of Mining.

9. Geographic Basis of Manufacturing.

10. Geographic Basis of Commerce.

11. Scenic Resorts.

12. Commercial Geography in the Upper Grades.

13. Special Course in Industrial and Commercial Geography.

In the study of the geography of your county or State, which of the above topics would you be compelled to use? After reading this chapter, make an outline for the study of your county.

OUTLINE FOR THE PRIMARY TEACHER.

The first and second chapters in "How to Tell Stories" are assigned for November, with the following outline:

1. What is the primary aim in educational storytelling?

2. What two results may we hope to obtain?

3. Give personal experiences in regard to use of stories in your class-room.

4. What are the three favorite stories of your pupils?

5. Make a list of six stories suitable for your grades.

Each week during the month a certain type of story will be suggested to be added to the list that you are already telling your pupils. The Bible stories have been selected for this week, to be used at your opening exercises. Keep as near as possible to the original text. Selections may be made from the following stories for this week and the others may be used throughout the year:

For Grade I: Moses, Joseph, David, Samuel, Christmas at Bethlehem, The Boy in the Temple, The Prodigal Son.

For Grade II: Noah and the Ark, Elijah Fed by Ravens, David, the Shepherd King, Daniel and the Den of Lions, The Shepherds at Bethlehem.

For Grade III: Joseph and His Brethren, David and Jonathan, Naaman the Leper, The Magi and Their Gifts, Feeding the Multitudes, Sermon on the Mount, Zaccheus the Publican, The Good Samaritan, The Man Born Blind.

Along with the story—telling some of the most important events entering into the class-room work of the teacher will be considered each month. Planning and assigning lessons has been selected for the work should be emphasized also.

Plan each day's work carefully.

Take plenty of time for the assignment of lessons, preparation of which should be made before attempting to assign them. Much of the work frequently done during the recitation period should have been included in the assignment.

GOOD ENGLISH IS GOOD MANNERS.

When you get a vulgar soul you are bound to get vulgar speech. When you get a cheap mind in the teacher's chair and a cheap life standing and walking before pupils, you are bound to have cheap language and a cheap conception of the things that are excellent. I hope we shall remember after all that whatever qualifications we choose, the Oxford idea of good English is good manners. And then I am sure that good English also means the love of literature, and that love of literature is not to be taught but is caught. An interested teacher is always interesting. A teacher who loves literature is bound to let that love somehow ooze out of her fingertips and become contagious.—President W. H. P. Faunce.

Please send me the October issue. We want every copy this year.—Robert W. Isley, Superintendent, Currituck County.

HOW THE READING CIRCLE BOOKS ARE USED BY THE TEACHERS

I.

Value of Brigham's Geographic Influences.

Since we have studied the reading circle books, I find that my pupils are more interested in both history and geography.

After discussing the chapter on New England in Brigham's Geographic Influences, I found that they were very much interested in New England when we began to study about it in our text-books. They were very much interested in the cities, their location and the reasons for their location.

The colonization of America was more interesting after we had discussed the Geographic Influences.

I found my pupils interested in solving such problems as these: How has the geography of the country helped to make New York the metropolis of the New World? Why did Kentucky join the North instead of the South in the Civil War?

They also found it interesting to study about Daniel Boone and the Wilderness Road after the discussion of the Appalachian Barrier, and were interested in the development of Kentucky.

II.

Reading Circle Books in the Teachers' Clubs.

In class work I have taken up the stories which were told at the club meetings, as well as those suggested and those found in the readers. I tell or read such stories as "Grimm's Fairy Tales," "Uncle Remus," and "Myths Every Child Should Know." In the primary grades I have the children tell them again after I have told them to the class. When one tells a story, I then give other members of the class an opportunity to tell if they know anything which he has left out. This helps to get them to tell it in the best way possible.

In the grammar grades I have the pupils reproduce the story after I have read it to them. I try to use for this work stories which they are not familiar with. This is done sometimes as class work, sometimes as weekly composition work. After these papers have been corrected and handed back to the pupils we often discuss the characters in these stories and expressions as to why they liked the story, or disliked it as the case may be.

In those classes which study geography and history we discuss the relation between the history and the geography. This we do by pointing out on the map the places which are named in the history lesson and trying to distinguish the geographical influences which caused the events of the lesson to occur at that particular place. On geography recitation we sometimes discuss the historical events which gave names to so many of our towns, rivers and lakes. As a result of this method of story study the pupils take more interest in that kind of work than before. There is, I think, considerable progress for the length of time. Pupils who at first thought they could never tell a story from the beginning to the end, now do so with ease, and there is competition for the best told story.

In those classes which began the written reproduction work, several have developed so that they can write fairly good original stories. They enjoy this part of the work and take much interest in it.

I find that the poorest history students are those who say they were not required to tell the stories of their reading lessons in the primary grades. Also I notice that as they develop in the ability to tell a story well, they find it easier to retain and narrate the events of their history.

III.

How Other Teachers Use Brigham's Geographic Influences.

I. Appalachian Barrier.

Here is the way that we used a part of "Geographic Influences":

In studying the United States we often outlined the Appalachian Mountains on the blackboard, and then we would discuss the following points:

1. The nearness of the mountains to the coast in the New England States.

The steep sides of the mountains.

Short and swift rivers.

Plenty of water power for manufacturing.

Plenty of trees on the mountains.

Rough and rugged surface.

Absence of good farming lands.

How the people in New England secure food, clothing and shelter.

2. In the Southern States we noticed:

That the mountains are far from the coast.

The rivers are long and lazy.

The river valleys are broad and fertile.

This region well adapted for large plantations.

Many laborers required to work the large plantations.

3. Why slavery was profitable in the South.

We then compared the occupations of the New England States, and the Southern State, and the pupils could see why each section had different industries.

II. Class Work as Based on Reading Circle Work.

In the Intermediate Geography we are studying the Southern Atlantic Coast States. The general character of these States were studied first. By the aid of maps and pictures the surface and drainage was found out. The children were asked to pick out an industry of the section and cotton was chosen as an industrial feature.

The plantation life and the story of cotton was found out by the children. All of the conditions of cotton growing were talked about.

The cities favorably situated as cotton centres were located on the maps and the manufacture of cotton goods were discussed briefly.

Other industries were considered briefly and the children found out the most important. The industries were compared with the Northern Atlantic States. Manufacturing in both sections was compared and the difference in the growth of the cities was brought out. They can tell why New York and Boston are larger than Wilmington.

In the higher grades we have shown the effect of the physical conditions on industry. The origin of the forms of land have been discussed briefly and the physical features have been studied in detail. The children have worked out problems for themselves. Some of the problems are:

(1) Why is Chicago larger than New Orleans?

(2) Why is New York the largest city in America?

(3) Why is Chicago larger than Wilmington?

News and Comment About Books

NOTES AND COMMENT.

The Sloan Publishing Company, of Chicago, has just issued an illustrated study of Longfellow's "The Birds of Killingworth." It contains notes, questions, outlines, and suggestions for dramatization and is sold for 12 cents.

¶ ¶ ¶

The California Association of Teachers of English has recently made two interesting bulletins entitled "Co-operation in the Teaching of English" and "Oral English in the High School." They are issued as bulletins No. 7 and No. 8 by the California State Board of Education.

¶ ¶ ¶

A brand new "Hand-book of Elementary Drawing" has been arranged by Etta Proctor Flagg and published by Little, Brown & Company, Boston. It is intended for grades 4 to 8, is illustrated from photographs and diagrams, and contains 74 pages. The price is 50 cents.

¶ ¶ ¶

An "Everyday Arithmetic" that emphasizes mental work is found in Gifford's one-book course in mental arithmetic advertised by Little, Brown & Company on another page. Did you ever think to what an extent "figuring without pencil and paper" is the real arithmetic of every day?

¶ ¶ ¶

A new "Selected List of Plays for Amateurs" has just been arranged and published by Richard J. Davis, Secretary of the Drama League of Boston. Teachers will find the list useful in selecting plays for their school work. The list is comprehensive, including plays specially adapted for colleges, high schools, settlements, intermediate and primary grades and the kindergarten.

¶ ¶ ¶

In a survey of the patrons of 77 schools in Wilkes County, representing 1,300 families, it was found that 2 per cent of the families send one or more children to college; 22 per cent have children studying the text books on agriculture; 34 per cent study the Primer of Sanitation; children in 78 per cent of the families read the books in the school library; 57 per cent of the families take a

county paper; 51 per cent take an agricultural paper, and 22 per cent get the bulletins issued by the Department of Agriculture.

¶ ¶ ¶

Lewis's Farm-Business Arithmetic, just published by D. C. Heath and Company, sparkles from end to end with Ben Franklin's sort of thrifty common sense. This is on the title page: "Good farming: one-fifth better than the average crop production; one-half better than the average cow production." The preface has this as a text: "Make the work of the school the talk of the home." The third chapter is on "Farm Arithmetic Without a Pencil." The chapter on market conditions has for a text line: "A good seller is usually a successful farmer," and on dairy problems this one: "Soil efficiency + cow efficiency = farm prosperity," and on spraying this: "Spraying fills the barrel with the kind of fruit that used to be on top." But this quoting isn't fair; get the book.

BOOK NOTICES.

A Handbook of the Best Private Schools. By Porter E. Sargent. 8vo. illustrated. Crimson silk cloth, round corners. xxvi + 518 pages. Price \$2.00. Porter E. Sargent, 50 Congress Street, Boston, Mass.

An annual publication listing the private schools of the United States and Canada, contains lists of boys' schools, girls' schools, co-educational schools, and special schools of music, art, kindergarten training, expression, and household arts; also lists of summer camps, and directions of educational associations, periodicals, publishers, school supply houses, athletic outfitters, etc. An interesting and useful handbook.

The Dream of Scipio. By Marcus Tullius Cicero. Edited with an introduction and notes, and an English translation by James A. Kleist, S. J., Professor of Classics in Campion College. Cloth, gilt top, 55 pages. Price 50 cents. Schwartz, Kirwin & Fauss, New York, N. Y.

The English translation faces the original page by page. This translation, admirable though it be in other respects, is too far from literal to be of best service to freshmen, for whose special needs it was in part prepared. But the translation, introduction, notes, and references to the author's "Aids to Latin Prose Composition," make an extremely

attractive study of this elegant ancient classic.

Farm-Business Arithmetic. By Curtis J. Lewis. Cloth. 212 pages. 48 cents. D. C. Heath & Co., Boston, New York, Chicago.

This book is more than an arithmetic—it is a practical guide to the conduct of the business side of farming. It contains a large amount of information of immediate interest to those who farm for profit. Among the chapters of exceptional interest are those on Farm Feeding, Shipping Problems, Labor Income, Machinery and Depreciation, Six Ways for a Farm Boy to Make Money, Six Ways for a Farm Girl to Make Money, Fertilizers, and the Relation of Capital to Profits. The author is a practical farmer, has had the co-operation of a number of the eminent writers upon practical agriculture, and has made a real live book on farm business.

Principles of Elementary Education. By Frank P. Bachman. Cloth. 312 pages. \$1.25. D. C. Heath & Co., Boston, New York, Chicago.

This book is made in the light of the modern doctrine that the youth should be educated, first, so as to develop his powers and possibilities as an individual; and second, so as to place him in right relation with his social and industrial environment. Prominence is given to the deductive and inductive processes. The first part of the book is devoted to an elaboration of these processes. Part Two makes definite application to curriculum methods and the organization of the elementary school, and contains typical lesson Part Two makes definite application of the essential subjects of elementary instruction. The book is eminently suited to the needs of normal schools, training classes, and of those teachers already in service who wish to become more fully imbued with educational doctrine and to acquire increased skill in its application.

Aids to Latin Prose Composition. Designed for use in the first and second years of College. By James A. Kleist, S. J. Cloth, vii + 104 pages. Price 60 cents. Schwartz, Kirwin, & Fauss, New York, N. Y.

A high value is set upon the translation from English into Latin; this is that "forces thought and reflection." The sixty-two lessons, intended for the first two years of College work, may be studied independently of each other, each being complete in itself. Much, if not most of the material is taken from or based on Caesar and Cicero. The author has a keen appreciation of Latin style and idiom and has made what diligent students of Latin will find to be an alluring and very helpful

aid. A digest of this book has been made in 32 pages, under the title of "Hints on Latin Style," for the use of High Schools, of which the lower half of the page is left blank for the student's own notes and references. It contains no exercises for translation and the price is 30 cents.

Prose Specimens: For Use With Classes in English Composition. By Carson E. Duncan, Edwin Long Beck, and William Lucius Graves, Department of English, Ohio State University. Cloth, 388 pages. Price \$1.00. D. C. Heath & Company, Boston, Mass.

The beaten path is left frequently in the choice of illustrative specimens from accomplished writers whose work is of the sort to "make the student want to attempt things in the like spirit, if not in like manner." While Hugo, Poe, Dickens, George Eliot, and R. L. Stevenson are not neglected, there are numerous specimens taken from Frank Norris, Joseph Conrad, Eden Phillpotts, David Grayson, Upton Sinclair, Henry George, Stewart Edward White, and Cleveland Moffett. Editorials are taken from the Dial, Collier's Weekly, The Nation, and The Outlook. The usual forms of discourse—Description, Narration, Exposition, Argumentation, and Persuasion—are abundantly illustrated, and actual themes by students are given under each form. Notes, suggestions, and questions are placed at the end of the volume. The book is full of fresh, interesting, and highly useful material.

Palgrave's Golden Treasury. Edited with notes by Walter Barnes, A. M., Head of Department of English in the State Normal School, Fairmont, W. Va. Fine cloth stamped in gold. 592 pages. Price 80 cents. Row, Peterson & Company, Chicago, Ills.

This new edition of Palgrave for students excels others in having a large page and larger print, better paper and better binding, and differs from them to some extent in the purpose of the notes, which are printed also in the same clear type as the text. The departure from cheapness is a distinct gain deserved by the dignity of the contents; yet it has been made within the limits of a low price for so attractive a volume. In the notes the editor has held tenaciously to his single purpose of aiding the student in literary interpretation and appreciation; his annotations are rich in the fruitage of a scholarly mind alive to the charms of poetry and given to industrious study. The poems added in 1883 are included. One could wish that a note had named for the student "that distinguished Friend"

referred to in the later preface and that a biographical note on Palgrave, too frequently neglected by editors, had been added to this already distinctly superior edition of his Golden Treasury.

South America: A Geography Reader. By Isaiah Bowman. For sixth and seventh grades. Cloth, 376 pages, price, 75 cents. Rand McNally & Company, Chicago and New York.

This little book is the second of a series of readers based on selected type regions, and designed by the editors to bring out with the glow of story and the truth of science the human interest of geography. Each book is written by a specialist on the subject, and as Kipling would say "by a man who can handle a pen." Whether the snow-capped Andes amid the ruins of the Incas, in the impenetrable forests of Brazil, the vast pampas of the Argentine, or the "No Man's Land" of Patagonia, the author pictures life and conditions as they really are, with their geographic bearings, and in a way to open the eyes of the reader to the wonders of that almost re-discovered continent. Young people will follow with interest the story of the peoples, their ways of living, their wealth and resources, and against the mysterious background of the past, they will feel in striking contrast the newer civilization with its alert spirit, the growing relations with North America, and the great future that seems to lay before the awakening continent. Fine photographs illustrate the book while twelve maps in colors visualize political, physical, and commercial features, rainfall, climate, and racial divisions.

Instructions for Primary Teachers.

The above heading is the title of a bulletin prepared by Miss Edith Royster, Assistant Superintendent of Public Instruction of Wake County, and published by the County Board for the benefit of all primary teachers of the County. After examining this bulletin very carefully, the writer is of the opinion that it is one of the best manuals for primary teachers that has been prepared in North Carolina.

The writer develops the following outline for the three grades:

First Grade.

- I. Books and materials for pupils to own.
- II. Studies.
 1. Phonics.
 2. Writing (with full instruction for teaching writing.)
 3. Spelling (with directions.)
 4. Reading (with suggestions.)
 5. Language. (This development of this topic is per-

haps the best in the bulletin. It contains many valuable hints and much reference material.)

6. Arithmetic.
7. Seat work.
8. Games.
9. Music.

Second Grade.

The outline is much the same as that given above. Here again the suggestions for teaching language are fullest, and perhaps the best. Drawing is added to the second grade.

Third Grade.

The outline is much the same, and the greatest emphasis is again placed on language. The suggestions for teaching a poem are reproduced in Education under Methods and Devices. Home geography is introduced in the third grade.

The bulletin closes with a discussion of games and plays that teachers may introduce, and a list of songs that the children should learn.

The best part of the bulletin is the outlines of language work for the three grades.—E. C. B.

A Dry Witness.

Two men had been arrested in a dry town for drinking, and the prosecuting witness was on the stand.

"You say," said the attorney for the defense, "that you saw the men in the field drinking?"

"Yes, sir, I did."

"Was the field fenced?"

"Yes, sir."

"Where were you?"

"On the far side of the fence."

"Was there a board off that you could see through?"

"No, sir."

"Was there a knothole in the fence?"

"No, sir."

The attorney braced himself for the crushing question that he had ready to launch at the victim whom he thought he had adroitly cornered.

"Now," he said, banging the table, "will you tell the court how you could see two men drinking in a field surrounded by a fence with no boards off and never a knothole in it?"

"Yes, sir," said the witness.

"Well, tell it," commanded the attorney impatiently.

"It was a barbed-wire fence."—W. J. Lampton.

An ambitious citizen, reading in a paper that fish was excellent brain food, wrote to the editor:

"Dear Sir: Seeing as you say how fish is good for the brains, what kind of fish shall I eat?" To this the editor replied:

"Dear Sir: Judging from the composition of your letter, I should advise you to eat a whale."—Exchange.

State School News

BRIEFS OF SCHOOL NEWS.

The Little River Record published by Rev. J. A. Campbell, principal of Buie's Creek Academy, has just completed its 16th year. A good paper from a fine school; may it enjoy many happy returns of the anniversary.

In Wilkes County, which leads the State in the number of rural school libraries, the first original library was formed at Traphill fourteen years ago. At the township teachers' meeting in September funds were raised for the first "Second Original Library" in the County.

The schools of Dare County are larger at this date than in any previous year. Many are filled to their capacity limit. Manteo High School, the only State high school in the County, has enrolled 146 pupils of whom 37 are in the high school department and eighteen of these are taking fourth year work.

Mrs. E. V. Jewett, a daughter of Mr. J. W. Vickery, of Iredell County, has been re-elected principal of the high school there since her husband's ico. She has been teaching in the high school there since her husband's death two years ago. In the New Mexico County Institutes this summer she taught domestic art and science and agriculture.

A Forward Step in Iredell.

Iredell County now has a lady assistant superintendent of schools and supervisor of home demonstration work, in the person of Miss Celeste Henkel.

Miss Henkel is well equipped for the work she will do. She is a graduate of Davenport and Salem Colleges and took special courses in home economics at the University of Virginia and Columbia University, in New York. She is a daughter of Mr. and Mrs. L. P. Henkel who moved to Statesville from Lenoir some months ago.

The appointment of a lady as assistant superintendent of schools and supervisor of home demonstration work in the County is another forward step in Iredell's progress. Miss Henkel will render valuable assistance to Supt. Gray in the school work, but especially important will be her duties with the tomato clubs, the betterment associations and home economics generally. There is a great field for this class of work and The Landmark expects to see good results from it in Iredell.—Statesville Landmark.

The Salem Academy Endowment Fund.

At the opening of the one hundred and fourteenth annual session of Salem Academy and College the an-

For the Higher Education of Teachers

Surely and steadily the standards for teaching are being raised. Many poorly trained individuals, who are still able to secure teaching positions will suddenly awake to find their positions gone—gone through the raising of some requirement by an educational board. This raising of standards applies to every position in the educational field.

Peabody College is endeavoring to supply such instruction as an educator of any rank may need.

A building dedicated to Home Economics and another to Industrial Arts attest the preparation the College has made to handle the training of teachers to teach cooking, sewing, millinery, drawing, design, wood-working, machine work, etc.

Through the departments of Agriculture, Economics, and Rural Education, combined with the use of the Knapp Farm, students may secure special training for the teaching of agriculture, and the handling of rural problems in education.

Through the affiliation with Vanderbilt University (just across the street) an opportunity is afforded to take advantage of many advanced courses in academic and scientific work. The College itself offers courses in many of these fields, such as, agriculture, botany, chemistry, economics, drawing, geography, Greek, hygiene, etc.

Besides the above there are 73 courses in the department of Education with 16 more in that of Psychology and Psychology of Education. Here the educator may find such pedagogical training as is needed for any position in the educational world.

The Fall Quarter opens September 27 and ends December 21. The Winter Quarter extends from January 3 to March 22, the Spring Quarter from March 29 to June 14. Degrees of B.S., M.A., and Ph.D. Write for catalogue of year 1915-1916.

George Peabody College for Teachers

NASHVILLE, TENN.

nouncement was made of the completion of the \$300,000 endowment fund, which unites the gifts of 1700 alumnae and friends in combination with those of Andrew Carnegie and the general educational board of New York City. Every space in the college has been taken and the freshman class numbers 56, the largest in the history of the institution, with every freshman a graduate of a four year high school. Every eastern State south of the New England States with the exception of Delaware is represented and the enrollment shows an increase of 45 over the same late of last year.—Greensboro News.

Progress in Education in Forsyth County—1904-1914.

	1904	1914
Number of schools	103	107
Number of schools with assistant teacher or teachers	21	31
Number of Log School Houses.....	1	0
Number of Houses with Paten Desks.....	20	96
Number of Houses with Home-made Desks....	83	11
Number of Teachers Employed.....	124	150
Number of High School Teachers Employed...	0	28
Average Salary per Month.....	\$33.70	\$41.50
Average Length Term in Days.....	95	120
Rural Libraries with State and County Aid....	12	47
Rural Libraries without State and County Aid.	15	19
Supplementary Libraries	0	28
Number of olumes	1405	5490
Number of Local Tax Districts	1	1
Value of School Property (hite).....	\$26,800	\$60,000
Value of School Property (colored).....	6,000	12,000
School Census (Not including Winston-Salem)		
White	6,966	6,474
Colored	1,756	1,565
Enrollment (white)	4,473	5,234
Enrollment (colored)	1,225	1,198
Average Daily Attendance (white).....	2,555	3,441
Average Daily Attendance (colored)	682	753
General School Fund, Receipts, including Bal..	\$31,481.68	\$117,077.16
General School Fund, Disbursements.....	32,424.11	96,157.44
New School Houses Built in Ten Years.....		21
New Additions Built in Ten Years.....		21

The above figures do not include statistics for the Winston-Salem Schools, except the local tax district and the Receipts and Disbursements of school funds.

How You Can Get a Pocket Pencil Sharpener.

Lyman A. Skinner, whose offer of the free New Era Self-sharpening Pencil Sharpener, announces that all readers of *North Carolina Education* who respond to his offer, will have included in their parcel a free sample of Deposit Pencil Sharpener, pocket size. This can be offered as a prize to the pupil disposing of the largest number of pencils. Should you wish to get the machine quickly, remit the \$2.00 in advance and the machine will be included with the pencils. When you have collected the money for the pencils you will be reimbursed and have 40c. profit.

Scotland Neck Schools Stopped by Diphtheria.

On the first of October at a special meeting of the trustees of the Scotland Neck graded schools it was decided to give a recess of ten days owing to a number of diphtheria cases in the school.

It is thought that the board of aldermen will work together with the trustees of the school in this matter and will quarantine those places infected.

Quite a number of people in the town have had the disease but at present the doctors have it under fairly good control but the school authorities thought it best on account of the large number of small children enrolled to close the school for several days in which the whole building will be thoroughly disinfected and every precaution taken to keep the disease under control.

Up to the present time no fatalities have occurred caused by diphtheria and all patients are reported to be doing nicely.—Ex.

Guilford Canning Club Products Popular.

Miss Grace E. Schaeffer, home demonstration agent for Guilford County, returned from High Point, where for two days a number of members of the Guilford County Canning Clubs have been making a canvass in the interest of their product. The canvass was similar to the one conducted in Greensboro a short time ago, the idea being to create a demand among the housewives of the community for the canned goods put up at home. Miss Schaeffer reports that the High Point canvass was in every respect a success; that the ladies of that town demonstrated very fully their interest in canning club work and their belief in the excellence of canning club goods.

In the interest of the cause, a big show window at Allen's department store was donated for the use of the young ladies, and in this was placed a mammoth display of the several products of the various clubs. This

display caused more or less of a furore in High Point, and Miss Schaeffer thinks that it had no small part in the success of the canvass which immediately followed.—Greensboro News.

Vance County Votes for Farm Life School.

Vance County falls into line with the other counties that have established farm-life schools. Middleburg special tax district, in this county, on October 11 voted bonds for the establishment of a school of this kind by a vote of 43 to 51 in favor of the school.

The election was held under the act passed by the last Legislature giving any county township or district the right to vote bonds for the erection of school houses, the bonds voted in this district will be used to erect a dormitory, dairy, barn and other equipment required by the general law relating to farm-life schools. This district has just completed a handsome two-story brick building which will be used in conjunction with the farm-life school.

Under act referred to above the State appropriates \$2,500 and the county in which any district meets the requirements of the law gives a like amount, making a total fund of \$5,000 which is required by law to be used as a maintenance fund. The law also provides that the State Department of Education must establish also a first class high school in connection with the farm-life school, for which an additional \$600 is appropriated by the State.

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School at Peachland Destroyed by Fire.

Wadesboro, Oct. 2.—Fire destroyed the public school building at Peachland last night about 3:30 o'clock. It seems that the fire was discovered burning in the music room on the far side from where any fire had been during the day. In this room the heaters had not been put up and no fire had been in it since last winter. It is believed that the fire was the work of an incendiary. The building with its contents, including a piano and library was totally destroyed. There was \$800 insurance carried.—Charlotte Observer.

New School Building to Be Erected at Chapel Hill.

A new school building is to be erected by the town of Chapel Hill. The lot and building, it is estimated, will cost around \$35,000. The contract has been placed with W. B. Barrow, of Raleigh. Work on the building will begin at once; and, according to the contract, the structure will be completed by April 26, 1916.

The building is to be a two-storied brick structure. The first floor will contain four large classrooms, the principal's office, a library, and an auditorium capable of seating 500 people. On the second floor there will be six classrooms and a teachers' rest room.—Greensboro News.

Mrs. M. O. Humphrey of Goldsboro Honored.

At a meeting of the Board of Trustees of the Goldsboro Public Schools, October 4, Mrs. M. O. Humphrey, was unanimously elected "Teacher Emeritus" of the Goldsboro Graded Schools. An honor such as this is bestowed for the first time in the history of our schools upon Mrs. Humphrey. It is indeed a fitting recognition of the faithful service rendered by her, and the Argus in common with the entire city is deeply gratified at this commendable action on the part of the Board of Trustees, who, also, unanimously adopted the following preamble and resolution:

Whereas, Mrs. M. O. Humphrey has deemed it wise to withdraw from active service in public education in Goldsboro, therefore be it by the School Board of Goldsboro, Resolved:

1. That we appreciate fully the thirty-four years of service rendered by Mrs. Humphrey in behalf of the education of the youth of Goldsboro.

2. That we deeply regret the withdrawal from the school system of such a conscientious and skilled teacher as Mrs. Humphrey has always shown herself to be.

3. That a copy of these resolutions be mailed to Mrs. Humphrey and a copy be printed in the Goldsboro Daily Argus.—Goldsboro Argus.

More Counties Make Application for Medical Inspection of Schools.

Northampton and Edgecombe are the next counties to join Alamance in providing medical school inspection for all their white schools during the winter. They have accepted the proposition of the State Board of Health wherein the latter for the sum of \$10 for every white school is to conduct a medical inspection or examination of all their school children this winter.

This work will be in the hands of specially trained physicians who will visit the schools on appointed days to be known and observed as Health Days. Besides examining all the children for physical defects, the specialist will lecture the school the parents and the invited community on important health subjects either at night or appointed hours. In fact, the whole day is to be given over to the examination of the children and the study of health matters.

What is probably the strongest link in the medical inspection system is known as the follow-up method. A record of every examination made, with the address of the child and the child's parents, will be filed with the State Board of Health. Not until the child's defects have been treated or remedied does the Board release its responsibility in this matter.

The work will begin in November in Alamance County, but not until December or probably January will the work begin in the other counties.

Kinston Needs a Female Policeman.

Police Judge T. Chris Wooten admits he is considering asking that a "good-looking policeman" be appointed to the force. He has a pleasant job for such an officer. School teachers and mothers by scores are petitioning that the Curfew law be changed from 10 to 9 o'clock. It was enacted a generation ago and put into effect just three weeks ago. It is proving "wonderfully effective," Judge Wooten says. He will advise the aldermen to change the hour to 9. Then he will provide a formula to be used by policemen in dealing with young ladies under 16 who break the law. They will be treated with the utmost consideration. For instance: Cop meets Miss —, just under 16 years of age in front of moving picture show and 9:05.

"Permit me —." "Sir!" Then policeman, without swinging club or otherwise acting policemanly, ventures, "I beg pardon, Miss but I presumed you were on your way

home and I felt it incumbent upon me to offer my services as escort. You see there might be a bear or a burglar." By that time the young lady will be supposed to take the hint and will not resist being escorted by her gallant cop to her papa's front door. And the matter, according to Judge Wooten's plan, won't be breathed to papa except after repeated offenses. "Boys, now; well, they're a different proposition." The judge says since he ordered the Curfew law enforced he has earned the nickname "Father Time" in juvenile circles.—News & Observer.

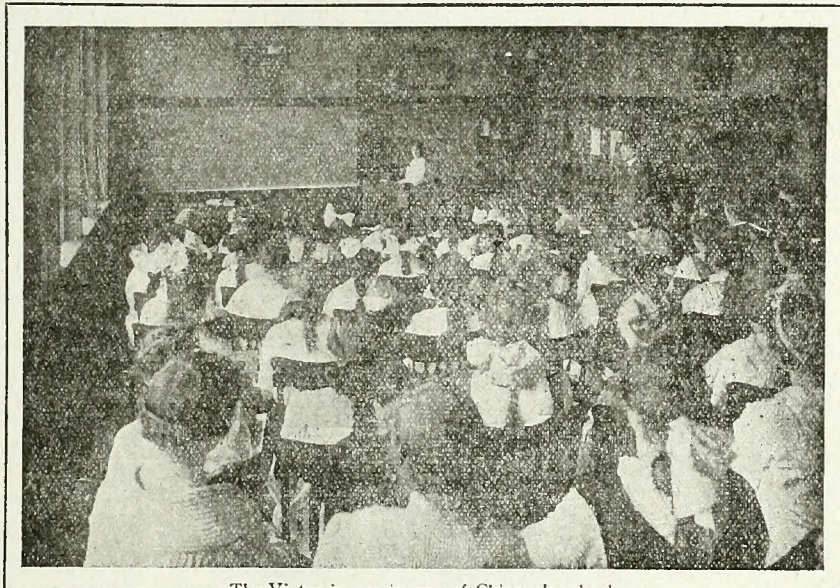
Superintendents Hold Session at Manteo.

Manteo, Oct. 3.—The annual meeting of county superintendents of the Northeastern District Association which has been in session at Manteo since last Tuesday adjourned today and the county superintendent other prominent educators left on Mr. J. C. Evans' boat, Bonnybel, for Elizabeth City where they took train for their respective homes. In all the meetings, much interest was manifested and all who took part in the meetings will be greatly benefitted and better prepared for the work of the coming year. Dr. J. Y. Joyner, of Raleigh, N. C.; Prof. N. W. Walker, State Director of High Schools, of Chapel Hill, N. C., and Messrs. L. C. Brogden, N. C. Newbold and A. S. Brower of the State Department of Education, Raleigh, N. C., were present and in their able manner led the round table discussions. The two things emphasized were the enforcement of the compulsory law and the need of Moonlight schools.

The following county superintendents were present and took part in the topics discussed: T. B. Attmore, Stonewall, N. C., president of the association; W. H. Pittman, Tarboro, secretary; J. O. Alderman Edenton; W. M. Hinton, Elizabeth City; A. E. Akers, Roanoke Rapids; N. W. Britton, Winton; W. F. Credle, Swan Quarter; S. B. Underwood, Greenville; W. G. Privette, Washington; A. J. Manning Williamston; Herbert W. Early, Windsor; Robt. W. Isley, Popular Branch; F. M. Eason, Camden; Oscar Creech, Nashville; T. W. Costen, Gates; E. W. Joyner, Manteo.

P. E. Seagle, of Raleigh, N. C.; R. E. Sessions, of Birmingham, Ala., Waddy Thompson, of Atlanta, Ga., were present in the interest of publishing companies.

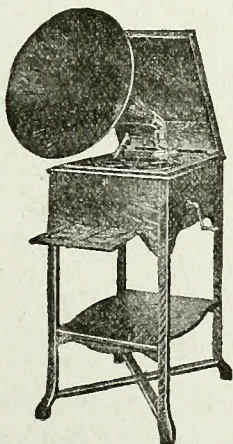
Among the amusements which Manteo offered these educators and other gentlemen were fishing, a visit to Fort Raleigh and a visit to the United States Ship, Matchless, which is anchored near Naghead for the purpose of surveying for the proposed "Inland Waterway."



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GUILFORD TEACHERS MEET.**Moonlight Schools, Music, and Reading Receive Attention.**

Two departments of Guilford Teachers' Association meet October 9th. Before the primary teachers, Miss Kime, of the Pomona School, gave a demonstration on teaching reading in the second grade. Miss Land, who has been working on a program for the moonlight school, with the use of charts, cards and blackboards, gave an interesting talk on this subject. Miss Lois Benbow was present and talked to the teachers on music and singing and taught the teachers some simple songs which they can use in their class rooms.

The grammar grade department met at the same hour in the court house annex. Miss Mary Fitzgerald, gave a demonstration with the help of six of her pupils, in teaching reading. At the next meeting of this department Misses Eva Cox, of the Bessemer School, and Alice Hockett, of the Cedar Hill School, will give talks on "Busy Work" and they also expect to have a lecture by some person of note.

The next teachers' meeting will be held on the second Saturday in November.

The Durham City Schools Offer Domestic Science Courses to Women of the City.

The Durham High School has arranged a domestic science course for the women of the town. The purpose at first was to make up a class of eighteen women, and as soon as the plan was announced, the superintendent received more applications than he could accept, and there is now a long waiting list. The courses are so popular that arrangements have been made to form a second class in the Edgemont Grammar School building. Thirty-eight women have enrolled in the domestic science department in that school.

While the school is open to everyone in the city most of those entering were from the Edgemont section and many are students who attended last year.

But still the demand is greater than the accommodations. In this way the Durham schools are reaching the homes through the mothers who are taking these courses.

Product Maps Being Made by West Durham School.

The pupils are now working up a product map of our State. After careful study of the geography of the State each pupil was assigned a certain number of counties, for which he was responsible as regarding the information concerning it. A letter was written on the board as a model

for the pupils to send for information about each county. Copies of the model have been sent to the Clerk of the Superior Court in every county in the the State. Some of the letters have been answered promptly and the answers contained interesting history, which the pupils enjoy reading. As a result of these letters many discussions on subjects of historical and geographic interest have created a good bit of enthusiasm.

Glenn School.

Prof. C. C. Carpenter, of Glenn School, writes as follows: "Since opening school three weeks ago, we have raised by private subscription \$10 for a new library and \$13 for athletics—basket-ball, etc." He also states that enough money has been raised to equip a baseball team and add the following magazines and periodicals to his reading room list: The World's Work. The Literary Digest. Youths' Companion, The Ladies Home Journal, The Progressive Farmer and two daily newspapers—The Durham Daily Sun and The Morning Herald.

Our Progress in High Schools.

According to the forthcoming report of Dr. N. W. Walker, State Inspector of High Schools, 8,986 country boys and girls were enrolled in the State-aided high schools last year; or two and one-half times as many as were enrolled seven years ago when this system of schools was established.

There are at present 214 State high schools in operation. Only five counties are without such schools—Chowan, New Hanover, Pasquotank, Perquimans and Watauga.

These schools have opened the door of opportunity for high school training to thousands of country boys and girls, and it is good for the State that these young people in such

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large numbers are taking advantage of the opportunities thus afforded them.—News Letters.

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A total of 47,037 people took the immunizing treatment against typhoid fever as a result of the first two anti-typhoid campaigns conducted by the State Board of Health in conjunction with ten counties. The campaigns were operated in five counties at a time. Wake, Northampton, Cumberland, Buncombe and Henderson were the first counties worked and a total of 26,537 entire treatments was the result. Iredell, Halifax, Wilson, Wayne and Edgecombe were the second set and they closed last week with a total of 20,497.

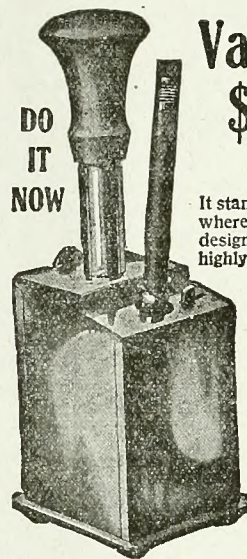
Iredell breaks the record in immunizing her people at a cost of 7 cents apiece. This is a saving to those individuals immunized of from \$1.43 to \$2.93. Of the second group, Iredell leads in the largest number taking the three treatments, a total of 7,126. Halifax follows with 6,078, Wilson with 3,150, Wayne, 2,101 and Edgecombe, 2,041.

Dr. Lynn McIver, aided to some extent by the State Board of Health, reports as a result of a campaign he conducted in Lee County, 1,297 complete treatments. This makes eleven counties to have reported in full. Durham County has waged a warm campaign report of which will be given later with those of other counties having wholtime health officers.

Curfew Law at Kinston.

Curfew rang at Kinston, September 14th. Kinston is probably the largest town in the State to have the law. Police Judge Wooten declaring that incorrigibles troubled him, invoked an ancient ordinance that

had never been enforced, requiring children under 16 to remain indoors after 10 p. m. The court house bell dinged the curfew and will continue to be rung every night. The musty law had never been given the slightest attention before.



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ALL I ask you to do is to send for four dozen pencils. You do not have to send a single red cent, as I trust you implicitly. With these pencils we will also send you 48 announcement cards, which you may give to each pupil together with one of the pencils.

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Besides a long list of classic and popular musical renditions, Victor records for November include some good stories and band renditions of the old English country dances.

Ralph Bingham gets off "The Boy in the Bleachers," an amusing soliloquy by a "tough kid" in the bleachers, and the famous darky story "My Possum Hunt." Cal Stewart presents one of his own talks describing his experience with a recently purchased "buzz wagon," and Stewart and Byron G. Harlan appear in a rural comedy entitled "The Village Gossips."

Through securing the exclusive services of Cecil J. Sharp, Director of "The English Folk-Dance Society," the Victor is now able to extend its list of folk dances to cover the entire field of English country dancing. The old English country dances are of peculiar tonality and rhythm, and both of these characteristics are admirably brought out by the Victor Military Band in the eight numbers brought out this month in the list of new educational records.

Any Victor dealer will be glad to play any of these records you want to hear.

George B. McClellan to Lecture at the University.

Chapel Hill, Oct. 9.—An announcement of unusual interest came from the president's office today. George B. McClellan, ex-mayor of New York and one time strongly endorsed as Democratic candidate for President of the United States, will deliver the "Well Lectures in American Citizenship" at the University of North Carolina next March. Mr. McClellan is now a professor of economic history in Princeton University; and, for several years, has been voted the most popular professor there. He served the Democratic party in the National Congress for eight years and for two years as mayor of New York City, which is the busiest post in the

United States with the exception of that of the President.—New & Observer.

Greenville's New High School Building.

An election was carried in Greenville, N. C., on June 7th to issue bonds for the erection of a high school building. The contract has been given for the erection of the building at a cost of about \$25,000.

The building is to be two stories with a basement. There will be ten class rooms on the first and second floors together with six other rooms to be used for domestic science, laboratories, etc., in the basement of the building. The auditorium will have a seating capacity of five hundred and will be constructed with an inclined floor in order that the view from the extreme rear of the auditorium will be almost as good as that from the front. A spacious

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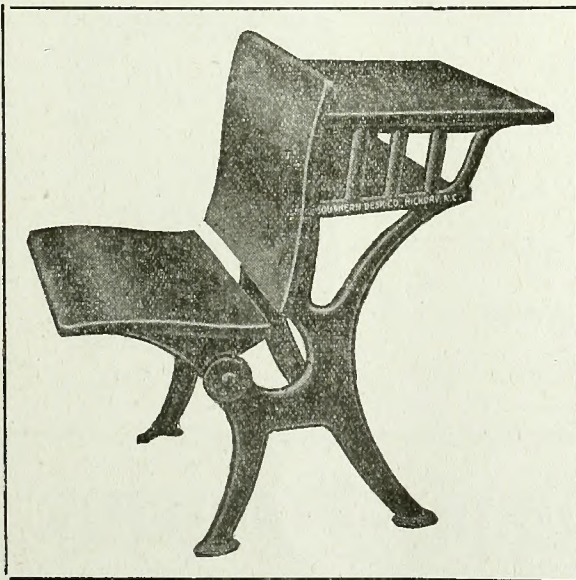
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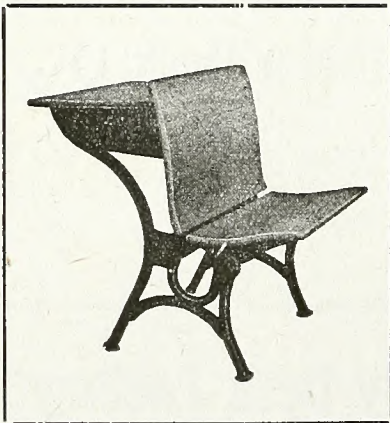
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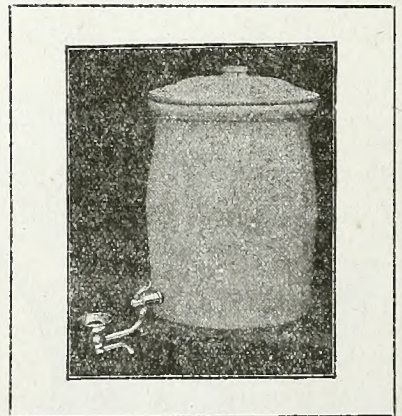
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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. X. No. 4.

RALEIGH, N. C., DECEMBER, 1915.

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Forgotten

*I des so weak en sinful,
Or else so old and po'
Dat Mister Chris'mus done fergit
De number of my do'.*

*I tell him, "Heah I is, suh!
You been dis way befo'."
But Mister Chris'mus done fergit
De number on my do'.*

*I see him fin' de rich folks
Dat des dont want no mo'!
But—good Lawd knows he done fergit
De number on my do'.*

*I wonders en I wonders
Des why he slight me so.
I hope de Lawd'll show him
De number on my do'.*

—Atlanta Constitution.

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THE GREAT ASSEMBLY OF TEACHERS, RALEIGH, NOV. 23-26, 1915

By E. C. Brooks.

Let me say in the beginning that the Teachers' Assembly was a success. The weather was perfect, the spirit was fine, the attendance was the best ever and the program was very good indeed. But there were some complaints, and I wish to report them first.

The Complaints.

It becomes more and more difficult every year to provide accommodations for the increasing number of teachers. It is not a pleasing spectacle nor a comforting feeling for the teachers who come in on late trains to present themselves at the hotels and find it impossible there to secure accommodation for the night, and then turn away with no idea as to where they will find accommodations. They did find homes, to be sure, but ladies have a lonesome look in their faces when they stand timidly near a heavy suit case, and are unable to decide whither next.

Is it a fact that hotels did raise the rates or did not sell rooms at the prices printed in the announcement? I am sure, I do not know. But there was some rumor to that effect. The executive committee should make an investigation and if the complaint is without foundation the facts should be published. If there was any violation of the hotel agreement, then the Teachers' Assembly should avoid that city even if it is the capital city. Now is a good time to make an investigation, because there is always a tendency on the part of a few people to kick. If they have any ground to kick, let the facts come out now, or else when they begin to croak, let all good people rebuke them.

There are always a few people who are pleased to be on the program, but are not on hand at the proper time and some do not even attend the assembly. Now we have a committee on professional ethics and superintendents talk about teachers who some times break a contract to receive a higher salary, but this matter of keeping the contract to attend the assembly and perform the work agreed upon was not discussed by that committee so far as I am able to learn.

The old-timers should not forget that each year adds to the assembly a fresh rush of new blood and the old ways of doing things are not always pleasing to the younger element and the articulation of these elements should not be overlooked.

The First Work of the Assembly.

The large attendance of teachers—the largest enrollment yet—made each department look like a small Teachers' Assembly in itself. "Efficiency" was the theme running through all the departments, and in the corridors of the assembly building.

The County Superintendents were the first to assemble. The initial meeting was held in the hall of

House of Representatives and eighty-three superintendents were present on the first day and before the session closed ninety-six of the one hundred superintendents were in their seats.

The first reports from county superintendents called by Secretary Brower indicated a lack of activity in a number of counties in the matter of special tax districts. Dr. Joyner expressed the fear that some of the counties of the State have allowed interest in school taxation in the county to lag.

"There is more in local taxation," he declared, "than the mere increase of the funds. It means the increase of local interest and local obligation. We must not let the communities get the habit of depending upon the counties and the State for everything. We must cultivate the spirit of personal and community obligation in this matter of education.

Dr. Joyner urged the threefold obligation of education upon the State, the county, the community.

"And as long as I have anything to do with shaping the educational policy of this State," he continued, "I shall be insistent that this threefold plan of taxation dealing with the threefold obligation of State, county and community be maintained."

Farm Life Schools.

This subject came up for consideration by the superintendents and high school principals and the bill now before Congress which has for its aim the appropriation of proceeds from public lands for the support of farm life schools was enthusiastically endorsed.

The farm life school was the central theme in the joint session Tuesday night in the Sunday-school room. Prof. N. W. Walker was presiding officer and Dr. J. Y. Joyner was first speaker. He was followed by Prof. Walker, who in a series of fifty lantern slides showed on the screen just what is being done in North Carolina in the way of farm life school education.

Dr. Joyner read the school law establishing farm life schools and explained it, summing the whole of the aims and purposes of the farm life school into one sentence, declaring:

"The fundamental aim and purpose of every farm life school is to prepare country folk for better farming and for better living. The one must precede the other. We talk about social betterment, intellectual betterment, moral betterment, but economic betterment must precede and accompany all."

And Dr. Joyner pointed out that the instruction in these schools must be such as to train in the knowledge of soil, plant and animal, and more, also.

"Every farm life school ought to be," he de-

clared, "and will fail in its ultimate aim if it does not become, the cultural and vocational center of the community."

Miss Jessie Field, of New York, one of the guests of the assembly spoke feelingly of the needs of the rural schools. What she said is pertinent to the discussion of the farm life school movement in North Carolina.

"There are people yet who believe that the best country school is just an imitation of a city school set down in an old field," declared Miss Field, emphasizing the mission of the country school as simply this, to teach in terms of the lives of the country boys and girls.

What she urged as the primary need not only in North Carolina, but in almost every other State is leadership in the rural communities. The qualities of that leadership she defined to be a willingness to take what there is in the country district and make the most of it; to stay long enough to make things come to pass in the country; and to care for people enough to work, not for them alone, but with them.

Important Resolutions by High School Principals.

One of the liveliest organizations at the assembly was the Association of High School Principals. It had a large enrollment, and it took active interest in the entire work of the assembly. A summary of the resolutions adopted by that body indicates the deep interest its members took in the educational work of the State. The resolutions begin:

"We, the principals of the State aided high schools of North Carolina realize while the benefits derived from these schools are great, they have not yet attained that point of perfection which we would like to see," and the objects are set forth in the words, "in order to obtain a more perfect organization and better equipment of these schools and to more thoroughly standardize their work."

The resolutions were directed as follows recommending the more perfect adaptation of the courses of study to the needs of the people they serve, this matter being left with the State High School Inspector and the principal in charge; that holder of State High School certificate, after three years' experience, and with proof of good moral character and satisfactory evidence of knowledge of North Carolina school law, be given a life certificate to teach subjects upon which he was first examined with provision of other subjects being added as he elects to be examined upon them; certification of high school teachers among the various States; that boarding facilities be provided as near the high school as possible with reasonable rates; erection of "teacherages," near the high school building; more legal recognition for the high school principal by the local school committee subject to the approval of the State Superintendent of Public Instruction; control of State high schools by local board of trustees of five members appointed by county board of trustees approved by State Superintendent; payment of principal by calendar rather than school year; increase of maximum State appropriation to high schools to \$1,000; that present method of selecting text-books be continued and opposing uniform text-books for high schools; appoint-

ment of four high school principals to serve with State High School Inspector to recommend text-books for use in State high schools; appropriation of additional fund to furnish normal training; that no teacher be allowed to teach a high school branch in a public school without a certificate covering that branch; that district meetings of the high school principals be held throughout the State as early as possible after the opening of schools; that the suggestions of Insurance Commissioner J. R. Young for safer school buildings be adopted; that legislative committee of five principals be appointed to act with Superintendent Joyner, that all holders of State high school certificates be exempt from mandatory attendance upon summer school; that General Assembly of North Carolina increase the appropriation for public high schools of North Carolina to \$125,000.

Interest in Moonlight Schools.

At a joint meeting of the high school principals and county superintendents, the moonlight school was a favorite topic.

A rising vote of principals who have started moonlight schools or who will inaugurate such a movement in their communities brought to their feet most of those present. A similar call upon county superintendents indicated that at least over half of the counties of the State are actively interested.

Then followed an inspirational meeting along the idea of moonlight schools. One superintendent after the other told of the effects of the work in his county, recounting instances where the work had affected a wonderful change in illiteracy of the county. Among those volunteering experiences were superintendents of New Hanover, Swain, Chowan, Burke, Wake, Alamance, Montgomery, Nash and others.

The President of the Assembly.

Miss Mary O. Graham, the first woman President of the Teachers' Assembly, presided with tact and ease and conducted the business and routine of the assembly with good judgment. Her address was delivered in the large auditorium and she was spokesman of the assembly, and the assembly heard her with much evident pleasure and applauded her statements with enthusiasm. "Efficiency" was the theme of the entire assembly and it was the subject of her address. She emphasized the necessity of a better method of certificating teachers, and a sounder basis for their professional development. Miss Graham's experience as assistant superintendent of the Mecklenburg County schools had given her an abundance of opportunity to see and to feel the need of a better teaching force and a better method of training for efficient teachers.

The Rural School Demonstration.

The committee having in charge the rural school demonstration made good. Demonstrations were given in the Metropolitan Hall, Wednesday, Thursday and Friday, and visitors had the opportunity to see school boys and girls at work. The demonstration work from fifteen counties and ten farm life schools was a feature of the Teachers' Assembly that attracted genuine appreciation from teachers all over the State. The farm life schools repre-

sented were Eureka School in Moore; Lillington School in Harnett; Harmony School in Iredell; Red Oak School in Nash; Philadelphus School in Robeson; Vanceboro School in Craven; Lowe's Grove in Durham; Jamestown and Pleasant Garden in Guilford; Cary and Wakelon in Wake.

Contest in seed corn selection was directed by Mr. schools were participated in by two teams of two girls each from the counties of McDowell, Orange, Granville, Alamance, Johnston, Northampton.

Contest in seed corn selection was directed by Mr. T. E. Browne, who has charge of the club work in North Carolina, and was participated in by two boys from Orange, McDowell, Granville, Alamance, and Johnston.

Contest in stock judging was participated in by representatives of the farm life schools of Harmony, in Iredell; Cary and Wakelon. It was conducted at the A. and M. College under the direction of Prof. H. A. McNutt. The Cary School was the winner.

Other Departments.

The proceedings of the assembly will contain the addresses of each department. It would be impossible here to give a better digest than is contained in the programs which were followed in the main. The city superintendents did not have the usual snap and go in the meetings. Some of the papers were entirely too long for a meeting of that kind and some did not appear at all. Otherwise, the meeting was a success. The other departments had good programs, and while it was impossible for the writer to attend each of the sessions of all the departments there was nothing but good reports from them. It was the talk of the hotel lobbies, on the street and on the trains homeward bound that more good was derived from this assembly than from any previous one, and after all, that is the proof of its value.

One of the meetings not on the program was a conference between colleges and high schools. The conference was called by Superintendent E. D. Pusey, and a good meeting was the result. President W. P. Few, of Trinity College, was made chairman of the conference and a committee was appointed composed of representatives from colleges and high schools to work together on the problem of college entrance requirements.

The work of the assembly closed with a set of resolutions the substance of which is as follows:

1. Thanks to the city of Raleigh and all the organizations of the city that helped to make the assembly a success.

2. An endorsement of the moonlight schools.

3. An endorsement of the efforts of the State Department to improve the certification and professional advancement of teachers.

4. An appreciation of the demonstration work of the schools represented at the assembly and the hope was expressed that this feature of the assembly may continue to grow.

5. Thanks to Superintendent C. L. Coon for his new volume of source material which forms the second volume of the documentary history of education from 1790 to 1840.

6. The North Carolina Tercentenary Association was endorsed and the State Superintendent was

requested to appoint a day next Spring to be celebrated as Shakespeare Day.

7. Hon. J. Y. Joyner's administration was endorsed.

8. A memorial resolution on the death of Hon. T. J. Jarvis was adopted with a rising vote.

9. A resolution was presented requesting the State Superintendent to call a joint meeting of the departments of education in the colleges and normal schools to work out a uniform reading circle and teacher training courses for the teachers in service.

College Reunions.

One of the most interesting phases of the Teachers' Assembly is the college get-together-dinner. On Friday evening, from six to eight, twelve colleges drew their alumni and alumnae together and the attendants enjoyed themselves. This is one of the new features of the assembly. It was arranged last year at Charlotte. The following schools and colleges held reunions: A. & M. College, East Carolina Training School, Elon, Guilford, Meredith, Peace, Peabody, Oxford, State Normal, Trinity, University, and Wake Forest.

Officers Elected.

Officers of the Teachers Assembly are as follows:

President—Robert H. Wright of Greenville.

Vice-President—A. T. Allen of Salisbury.

Secretary and Treasurer—E. E. Sams, of Raleigh.

Executive Committee—Old members, E. D. Pusey, Durham; C. C. Wright, North Wilkesboro; M. B. Dry, Cary. New members, Miss Essie Blankenship, Charlotte; H. W. Chase, Chapel Hill; and S. M. Brinson, New Bern.

Officers of the City Superintendents:

President—Joe S. Wray, Gastonia.

Vice-President—W. R. Willis, Louisville.

Secretary—Harry Harding, Charlotte.

Officers of High School Teachers and Principals:

President—J. L. Teague, Stony Point.

Vice-President—J. B. Hinson, Dallas.

Secretary—R. E. Ranson, Southport.

Treasurer—Harry F. Latshow, Almond.

Officers of the City High School Teachers and Principals:

President—Lea White, Winston-Salem.

Vice-President—M. A. Briggs, Durham.

Secretary, Miss Minnie Kelly, Washington.

Officers of Primary Teachers:

President—Mrs. J. A. Robinson, Durham.

Vice-President—Miss Molly Heath, New Bern.

Secretary—Miss Essie Blankenship, Charlotte.

Treasurer—Miss Mamie Griffin, Goldsboro.

Officers of Kindergarten Teachers:

President—Miss Hattie M. Scott, Asheville.

Vice-President—Miss Mary Bell Thomas, Greensboro.

Secretary—Miss Ethel Ray, Asheville.

Treasurer—Miss Fannie Gudger, Asheville.

Offices of Music Teachers:

President—Miss Martha Dowd.

Secretary—Mrs. W. J. Ferrell.

The Officers of the District Associations of County Superintendents:

Western—R. A. Sentel, President; T. Henderson, Secretary, to meet at Burnsville, August 16, 1916.

West Central—R. N. Nesbit, President; E. P. Bradley, Vice-President, to meet at Mount Airy, June 13, 1916.

East Central—J. F. Webb, President; D. F. Giles,

Secretary; to meet at Reidsville, date open.

South Eastern—W. H. Thompson, President; F. T. Wooten, Secretary; date and place open.

Eastern—T. B. Attmore, President; W. G. Gaither, Vice-President; W. H. Pittman, Secretary; to meet at Greenville.

ARE WE REALLY TEACHING SPELLING AND GRAMMAR?

By Washington Catlett, Superintendent Wilmington Public Schools.

In a letter to the New York Times, Rear Admiral Fullman, erstwhile commandant of the U. S. Naval Academy, says: "I had an opportunity to observe the results of the entrance examinations of the candidates in respect to the thoroughness of the grounding in elementary subjects taught in the public schools of the country. I have been much impressed particularly in recent years with the failure of our public school system in many respects as regards grammar and spelling. The low standard of scholarship in these subjects at the present time is truly astonishing, and in many instances it approaches illiteracy, even in young men between the ages of sixteen and twenty years, when candidates present themselves for the Naval Academy entrance examinations. I feel justified in stating that as regards these two subjects the results of public school instruction at the present time are far below the standard reached in such schools when I myself attended. I do not feel qualified to give a reason for this condition of things, except that as regards spelling it would appear that pupils are no longer probably taught to separate a word into syllables and in their attempt to spell the whole word without considering the syllables, failure results. The spelling standard for young people nowadays is distressingly low." Since similar utterances have been made in recent years by others, it becomes us to ask ourselves: Are we really teaching spelling and grammar?

Perhaps, we are getting the inevitable results of a movement which many of the older teachers may remember, was made some years back to drive the spelling book from the school-room. It was strongly advocated, and adopted by some teachers, to teach spelling in correlation with reading alone. Later a reaction set in and publishers flooded the market with spelling books. But the damage had been done and the teacher now,

"Only reaps of the seed which around him he sows,
A harvest of bitter regrets."

Spelling has not been thoroughly taught; and of all languages, the English requires a most persistent drill in spelling.

It seems to me that spelling ought to have a prominent place in the whole course of instruction from the first grade through the senior class in the high school.

Possibly the earlier teachers carried syllabication to excess, but later teachers went to the other extreme, and ignored it.

A happy medium would, undoubtedly, have given a clearer conception of the structure of words and have raised many "distressingly low" standards. The attention now being given this subject by capable investigators lends hope of better conditions. How-

ever, teachers of all grades should take to heart the rear-admiral's observations and endeavor to produce better spellers.

His criticism of the results of the teaching of grammar is likewise justifiable, and the cause is similar to poor spelling.

Teachers Run From One Extreme to Another.

Some fifty odd years ago, language, or practical grammar, was neglected and technical grammar was drilled into resisting minds. This was the case in the teaching of all languages. Finally, common errors in the use of language became so prevalent that the schools made light of technical grammar and made too prominent so-called language lessons. A low standard followed. Another fatal mistake was made. Grammar was too soon excluded from the course and upon entering the high school, rather immature in mind, with a feeble knowledge of grammar the pupil was expected to comprehend the niceties of rhetoric and the beauties of literature while unable to readily analyze grammatically a sentence.

The colleges and universities are somewhat to blame for this. A few years ago, the preparatory schools complained bitterly that the colleges were encroaching upon the domain of lower schools, and were admitting any one that knocked at the college door for entrance. By way of retaliation they raised the requirements for admission and placed too great a burden upon the high schools in consideration of the time given to bear it, and in consideration of the varied subjects that were thought proper to be taught in the ordinary common school.

This is strange, too, when we remember that English is more extensively taught in the colleges than it was formerly. The chair of English is not a very old-established feature in most colleges.

Undoubtedly, pupils should early be put in touch with good literature, but it is equally true that the grammar grade teachers should not have to teach all the grammar, and high schools might well leave some of the literature, the beauties of which belong to maturer minds. A longer period for the study of grammar with suitable lessons in composition work might remedy the "distressingly low" condition.

There is another subject that needs watching in our schools, and this is the fad, we might call it, of vocational training. The Literary Digest of September 4, quotes the head of Chicago's educational system, Mrs. Ella Flagg Young, as declaring that, "the great menace of vocational training is that it might be used to confine the poor to an industrial education". There is good, much good, in this feature, but the extremist, and the woods are full of them, must be watched.

STORIES FOR TEACHERS AND PUPILS

Ida Lewis: America's Lighthouse Heroine.

Down near the south end of the Newport (R. I.) harbor is a bunch of gray, jagged rocks, that without any beacon on them would be a great peril to ships that pass in the night. About sixty years ago a lighthouse was built on the dangerous reef, and from that time to this its warning yet friendly beams have been dancing out over the dark waves every night.

For more than fifty years Ida Lewis has been the patient, faithful keeper of this Lime Rock light.

Her father, Hosea Lewis, an old Massachusetts captain, was the first keeper. Her mother was a doctor's daughter from Block Island.

The father soon became too disabled to care for the light, and Ida when but a girl of fifteen became his willing aid. Part of her day's duty was to row her younger brothers and sisters over to the mainland to school. Constant practice made her a complete master of the oars, and prepared her for the work of rescue which has made her famous everywhere.

She was but eighteen when her father died, and she continued to keep the light until her successor should be appointed. When the lighthouse authorities discovered how competent she was, they determined upon appointing her to the post. And in their choice they made no mistake. For over fifty years she kept the Lime Rock light trimmed and burning, a safe beacon to thousands of vessels whose course lay past the rocky reef.

But it was her work as life-saver that made her famous, and gave her the name of the "Grace Darling of America."

The story of her rescues has been so often told that it is known nearly everywhere. But it will bear repeating now as a tribute to her memory.

She was but sixteen when she saved the lives of four young men, one of whom was a rock-the-boat fool, and who managed to capsize the craft, and plunge them all into the water. Chilled by the water into helplessness, by sheer strength she dragged them into her boat, and soon had them in her lighthouse home. This was in 1858.

In the winter of 1866 she saved three soldiers from Fort Adams whose frail skiff had been overturned, and who were thrown into the icy waters.

In the first month of 1867 she rescued three sheep-herders who were following a flock of sheep that had foolishly taken to the water.

A fortnight later she saved a man who was clinging to the masthead of his sailboat, which was sunk near Goat Island.

In the March of 1869 she rescued two soldiers and a boy whose craft was overturned in the ice-cold water on a bitter night. This was accounted one of her most daring exploits.

In 1878 she made the heroic rescue of three sailors, whom she reached just in time to save them.

Her last rescue was in 1906, of a woman friend who was on her way to pay her a visit at her lighthouse home, but whose skiff was swamped by the waves.

Her admirers have claimed that she was a greater heroine than Grace Darling, as the English woman saved but five lives, and Ida Lewis four times that number. It may be a true comparison so far as figures go, but the best way to think of them perhaps is that they were both heroines, both worthy of a niche in the temple of fame.

The bravery of Ida Lewis met with ample recognition. Her little six-room home in the lighthouse was full of souvenirs. Here was a gold medal given her by Congress, and there a silver medal from the Massachusetts Humane Society.

Another medal was from the New York Life Saving Association. And here was "Jim Fiskes" hand-painted flag picturing one of her most famous rescues.

Newport gave her a splendid rowboat, the outcome of a magnanimous popular subscription. It was a gala day in the quaint Rhode Island city on the day of the presentation. The boat was placed on wheels, and sitting on the boat-thwart covered with flowers Ida Lewis was drawn along the public street.

Illustrious visitors went to her humble light, among whom were General Grant, Vice-President Colfax, Admiral Dewey, General Sherman, and others. Lime Rock light became a place of pilgrimage. But her fame never spoiled the brave woman. She was modest up to the last of her life, to the October night when death gently claimed her as his own.

On the day of her interment in the old cemetery of Newport all stores and offices were closed; the colors of all vessels in the harbor and flags on the public buildings were at half-mast; the practice guns at Fort Adams were graciously silent; the city and state officials, representatives of army and navy, were at the service of requiem at the church of which she had been a lifelong member. And no one felt that all that was done was too much to manifest the respect and honor due to the "Grace Darling of America."

FORGOTTEN.

I des so weak en sinful,
Or else so old and po'
Dat Mister Chris'mus done fergit
De number of my do'.

I tell him, "Heah I is, suh!
You been dis way befo'."
But Mister Chris'mus done fergit
De number on my do'.

I see him fin' de rich folks
Dat des don't want no mor'!
But—good Lawd knows he done fergit
De number on my do'.

I wonders en I wonders
Des why he slight me so.
I hope de Lawd'll show him
De number on my do'.

—Atlanta Constitution.

School Room Methods and Devices.

SUPPLEMENTARY READING.

In many classes the children are furnished with only one reading book. In many cases it would be unjust to ask the parents to provide others, and useless to ask the Board of Trustees to supply them. That supplementary reading is very desirable no one will deny. When a child has read through his book, what is he to do? The next book is perhaps, at that time, too difficult, and he becomes discouraged. What he needs is another book of the same degree of hardness. Some of the children may be slow, and the teacher considers a review necessary. In this case there is no doubt that, if they had new lessons containing the difficult words, they would take a great deal more interest in them than in merely going over old ground. My opinion is that we can not have too much supplementary reading. There is nothing like it for making good readers. Indeed, so eager do the children become for reading that it is not always easy to get sufficient material.

Old books that the children may have can be used. Select suitable stories, cut them out and mount on pasteboard or heavy brown paper. Children's papers, Sunday-school magazines, and the "Young Folks' Corner" in the weekly papers supply others. A better style of supplementary reading is that made by the teacher herself. When a lesson is reached in the book containing a number of unphonetic and difficult words, it is a good plan to write out on slips of pasteboard, or on the backs of business cards (make the picture on the card supply the text), sentences containing these words in the form of a short story. Collect the business cards that the children may get at the fall fairs, and use them for this purpose. You will find it an excellent plan to utilize available material in this way.

However, the supplementary reading that stands ahead of all is the stories the children themselves write. When they are sufficiently advanced, and are writing stories from pictures, reproducing anecdotes, etc., select the best ones, have them rewritten as carefully as possible, and kept for reading material. Children learn to read by reading, and when they know the powers of the letters they will go right on, and will read all you can supply them.—Ex.



HOW ONE TEACHER CELEBRATED CHRISTMAS.

Christmas is usually such a busy time, with outside entertainments and preparations as well as those at school, that I have often, when the vacation came, felt too tired to appreciate the real Christmas spirit.

This year I was determined that it should be different, so I began early, making my plans early in December. Instead of having a formal entertainment, I decided to have stories, songs and poems which give forth the Christmas spirit, all through the month. I read the old, but ever-new, "Christmas Carol" by Dickens and I think they appreciated the "Merry Christmas" of the nephew and

the sweetness of Tiny Tim fully. Then we read such poems as "Bethlehem" by Brooks; "The Bells," by Longfellow, etc.

We also took two or three simple songs in our Music periods. In our Drawing, we made calendars, each child working up his own design, then mounting it and using a simple calendar pad which can be purchased from one to five cents.

I showed them how to make blotters, Christmas Cards, etc., also. They enjoyed making these simple gifts and finished them very neatly. Then when Friday before the holidays came, each pupil was asked to bring a very simple gift, either made by himself or if purchased, not costing more than ten cents. When the gifts were all brought, I numbered each one and placed them in a large box.

That day, I took a quiet time just before noon, to impress the lesson of Christmas; after reading the Bible account of the Birth of Christ, I recited for them the beautiful story of the "Angel and the Shepherds" from "Ben-Hur." All listened reverently and I am sure the lesson was remembered. In the afternoon, shortly before dismissal, we sang our songs, then I distributed numbers corresponding to the numbered gifts in the box, each child finding his package. Such fun as it was!

So ended the happy time; with only a little planning we had had a beautiful month and were no more tired than usual and we had felt the real spirit of Christmas much more than if practicing and preparing an elaborate entertainment.—Ex.



A SUBSTITUTE FOR THE CHRISTMAS TREE.

Lula G. Parker, in *Popular Education*.

Our plans for the Christmas exercises called for a Christmas tree, one large enough to hold the hosts of wonderful "presents" on which little fingers had been working for weeks. But our plans had not been considered when the school-house was built, and so, plan as we might, there wasn't a single corner in the two by four room, into which any self-respecting tree could decently go.

So the little teacher sat down, and thought, and thought, until an inspiration came.

There was plenty of evergreen in the neighborhood, as the patrons of the school had obligingly offered to trim their trees. This she tacked firmly around the frame of the front window, from which the shade had been removed. Wire strung across at the top, held the green, forming an archway. This was decorated with tinsel, pop-corn, and candles, exactly as the tree would have been, and upon this the gifts were hung.

The archway occupied no space on the floor of the crowded room, yet it was as showy, and held as much, as a large tree.

When the songs and recitations were sung and said, a jolly little Santa Claus came in the window, beneath the arch. Then the candles were lighted and the gifts distributed.

A doorway may be decorated in the same way. The evergreen should not be laid on too flat, as in the case its is difficult to fasten the candles safely. A piece of narrow poultry netting is the best thing

to fasten about the window, as it holds the green securely, but it is not absolutely necessary.

If anybody is moved to do likewise, one thing more, don't send Santa Claus, decorated in cotton, snow and whiskers, under the arch when it is lit because—well, just because.

DECORATION.

Very fresh and crisp looking are the curtains in our school-room. They are made from crepe paper which is so inexpensive that it makes it possible to change them frequently. For snowy months we have white, Christmas red and in the spring we have green. Then pretty flower borders can be pasted on after being printed and cut out, giving the effect of stenciling. For special occasions any cuttings may be pasted on, as chickens, rabbits, etc., for Easter, etc. They add greatly to the general appearance of the room.—Pearl L. Torgerson, in *School Education*.

MATCHING WORDS.

For every word in the first two columns there is a word in the last two that means about the same thing. Match them.

press	try	value	fleshy
guide	aid	fleet	fury
fat	bad	remain	vex
price	base	salary	help
work	blast	persons	get
gain	brood	plain	evil
swift	burst	steer	wear
wrath	color	flight	wide
stray	hurl	break	comfort
lift	cheat	quiet	squeeze
wages	cheer	throw	raise
tease	chide	labor	endeavor
people	clear	deceit	reprove

Write several words ending with er, in or, in ant, in ent, in age, in dom, in fil, in al, in ure, in meant, in ise, in ize, in our, in ie, in ion, in ly, in ness, in less, in able, in ible, in id, in hood.—American Primary Teacher.

HISTORY DEVICE.

In history the dates, discoveries and discoverers seem difficult for the pupils to remember.

To remedy this we have what we call a "History Game" which is played in several ways.

On the top of 4-1-2 x 6 in. cards print in large type or write with checking crayon the dates, on others the discovery and the discoverer on the third lot.

1. Flash date cards and have pupils name the discovery, the discoverer, or both.

2. Flash discoverer or discovery and have the others named.

3. Play as with "Authors" and form books.

4. Give each child the same number of cards, keep face downward. One child comes forward and flashes his cards trying to give date and discoverer before the others can. The one who gives the right answer first gets the card and flashes his cards. The pupil who gives a wrong answer forfeits a card to the one who gave the correct answer first. The winner is the one who has most cards.—Exchange.

DIX AND THE MOVIES.

(This little unfinished story is to be read or told to the children. Then let them tell in their own way the rest of the story.)

It was a crisp September Friday. School had closed at three o'clock, so that all the children could go to the Movies, if they wanted to. Just the loveliest pictures for children were to be shown.

Dix stood in front of the big bright bill-boards and watched the other children go in. Almost all the boys and girls of his grade were going. Dix didn't think he'd ever wanted anything so much as he wanted to go to those Movies. He didn't believe he'd ever want anything quite so much again.

Dix lived in a poor little house outside of the town. His mother was poor and there were five other children. You could see, just looking at Dix, that he didn't have any pennies to spend for such things as moving-pictures. His clothes were clean, but they were old and had never fitted him. His feet were coming right through his shoes.

All day, Dix had tried to think of some way to get in to see the pictures. But even if he could have earned the money, it would have had to go toward a pair of new shoes.

Just as the music began inside the hall, a big automobile dashed up. It was brimful of children. They were all dressed beautifully. One little boy had been giving a birthday party. Now he was taking all his little guests to the Movies for a treat.

All at once Dix thought he saw a way to get in, too.

(What happened next? Did Dix get in? If you think he did, tell how. If you think he didn't, tell why not.)—Primary Education.

USE IT FOR A CHRISTMAS GIFT.

Do not forget that Brooks's North Carolina Poems is the latest collection of our native verse, that it gives 102 poems from 37 poets, has useful notes and biographical sketches, that many of these poems have not appeared in book form before and many others are out of print, that it costs only \$1.00 (or in paper covers, 50 cents), and that only a few copies now remain even at this price. Order now, addressing North Carolina Education, Raleigh, N. C. It will make an acceptable Christmas gift for your friends who do not have a copy.

"PIECES TO SPEAK."

The irksome task of finding suitable pieces for the children to recite on public occasions or on Friday afternoons is going to become greatly lightened for those teachers whose schools are provided with Brooks's "North Carolina Poems." It contains dozens that are fine for boys, dozens that are fine for girls, and dozens that are fine for either boy or girl. And there is a wide range of choice, since the book contains numerous patriotic, descriptive, humorous, and other selections, short enough and long enough, but none of them too long. The sooner you order, the sooner you will wish that you had had this book long ago. Price, \$1.00 in cloth; 50 cents in paper covers. Address **North Carolina Education**, Raleigh, N. C. Only ten paper bound copies are left.

CHRISTMAS POEMS FOR SCHOOL USE.

Christmas Acrostic.

(For nine little girls, each having a large letter covered with tin foil. Keep letter out of view until ready to repeat the line it represents.)

C is the Christmas in which we delight,
H is the holy with berries so bright,
R is the reindeer of which we've read
I is the ice over which they tread,
S is the driver old Santa Claus dear,
T is the toys he brings each year,
M is the mistletoe we hang overhead,
A is the anxious children in bed,
S is the season when sorrow has fled.

—Selected.

Christmas Song.

Why do bells for Christmas ring?
Why do little children sing?
Once a lovely, shining star,
Seen by shepherds from afar,
Gently moved until its light
Made a manger-cradle bright.
There a darling baby lay

Pillowed soft upon the hay,
And his mother sang and smiled:
"This is Christ, the holy Child."
Therefore bells for Christmas ring;
Therefore little children sing.

—Lydia Avery Coonley Ward.

The Earth Has Grown Old.

Phillips Brooks.

The earth has grown old with its burden of care,
But at Christmas it always is young;
The heart of the jewels burns lustrous and fair,
And its soul full of music breaks forth on the air,
When the song of the angels is sung.

It is coming, old earth, it is coming tonight!
On the snowflakes that cover thy sod
The feet of the Christ-Child fall gentle and white,
And the voice of the Christ-Child tells out with de-
light
That mankind are the children of God.

The feet of the humblest may walk in the field
When the feet of the holiest have trod,
This, this is the marvel to mortals revealed
When the silvery trumpets of Christmas have
pealed,
That mankind are the children of God.

Fragrant Branches.

Elizabeth Roberts MacDonald.

Fir and hemlock, spruce and cedar—
Twine them over arch and door;
Fragrant memories cling around them,
Bygone laughter rings once more;
Childhood's mirth and youths' high vision—
How they rush, with bliss and pain,
Back across the spirit's portal
When we twine the wreaths again.

Wreaths for Christmas, love for Christmas;
Unforgotten friendship's power;
New and old in comrade gladness
Weaving life's immortal hour;
Fir and hemlock, spruce and cedar—
Twine them over arch and door;
Let them breathe, through present laughter,
Past delights that live once more!
—The Congregationalist.

Christmas Bells

Frances Kirkland.

I heard a bell ring far away,
The happy bell of Christmas day:
Soon other bells took up the chime
To tell the world of Christmas time.
From belfries high and towers tall
The silver notes began to fall,
Till all the world rose glad and gay
To greet another Christmas day.

Why Do Bells for Christmas Ring?

"Why do bells for Christmas ring?
Why do little children sing?"

Once a lovely shining star
Seen by shepherds from afar,
Gently moved until its light
Made a manger's cradle bright.

There a darling baby lay
Pillowed soft upon the hay,
And its mother sang and smiled,
This is Christ, the Holy Child.

Therefore bells for Christmas ring.
Therefore little children sing."

—Eugene Field.

Merry Christmas!

Merry Christmas! Merry Christmas!
We sing and we say,
We usher in joyful the joyfulest day.
Bring cedar and hemlock,
Bring holly and yew,
To grown Father Christmas with majesty due.

Merry Christmas! Merry Christmas!
The snow-field lies white,
The river's a crystal to mirror delight.
On skates and on snowshoes,
In sledge and in sleigh,
We'll meet Father Christmas and lead him our
way.

Merry Christmas! Merry Christmas!
The hearth is piled high,
The yellow tongues flicker, the fleet sparkles fly.
Bring apples and chestnuts
And corn popper here;
We'll pledge Father Christmas and make him
good cheer.

Merry Christmas! Merry Christmas!
We sing and we sing

All honor and life to the winter's glad king!
 Ring, bells in the steeples!
 Shout, maidens and men!
 To greet Father Christmas and greet him again.
 —Laura E. Richards.

Merry, merry Christmas
 Haste around the earth;
 Merry, merry Christmas
 Scatter smiles and mirth.

Merry, merry Christmas
 Be to one and all!
 Merry, merry Christmas
 Enter hut and hall.

Merry, merry Christmas
 Be to rich and poor!
 Merry, merry Christmas
 Stop at every door.

Merry, merry Christmas
 Fill each heart with joy!
 Merry, merry Christmas
 To each girl and boy.

Merry, merry Christmas
 Better gifts than gold;
 Merry, merry Christmas
 To the young and old.
 —Father Ryan, in A Christmas Chant.

TYPE STUDIES AND LESSON PLANS—THE ERIE CANAL.

Dr. Charles A. McMurry, of Peabody College, Nashville, Tenn., is publishing bi-monthly Type Studies for use in the elementary schools. The first number contains the following subjects: "The First Steamboat on the Ohio and Mississippi," "The Louisiana Purchase," and "The Erie Canal." These stories are simple enough to be placed in the hands of children for reading and study; or, they may be presented orally by the teachers and afterward read and discussed by the children.

These types are taken from the field of history and geography, and they give the teachers a fuller and richer treatment of important topics than is usually found in the text-books. Moreover, they suggest a definite basis for daily lesson plans, and give the teacher an idea as to how to work up other important topics. Professor McMurry is rendering the teachers of the South a distinct service. He is at work at a point where the profession is very weak, and every teacher in North Carolina can profit by these suggestions.

We are publishing below the "Outline of Topics" and "Suggestions as to Method" for the Story of the Erie Canal.

Outline of Topics.

1. The situation in Central New York and on the Western frontier at the close of the Revolutionary War.
2. Projects for building the canal and arguments in its favor. DeWitt Clinton's idea.

3. Location and size of the proposed canal.
4. Construction of the canal and its difficulties.
5. Celebration at the completion.
6. Results.
7. Other traffic routes across the Alleghanies and comparison with the Erie Canal. The Old National Road, canals and portage road in Pennsylvania. Comparisons and summary.
8. The New York Central Railroad.
9. First rebuilding and enlargement of the canal.
10. The second rebuilding and enlargement of the canal on a larger scale.
11. Summary regarding traffic routes between the east and the west.
12. Comparison of Erie Canal with the Illinois and Michigan Canal and with Ohio canals between the Ohio and Lake Erie.

Suggestions as to Methods.

(a) At the beginning of the study of the Erie Canal make very plain the purpose of building the canal as a means of cheap and easy transport of goods between the lake regions and New York City.

(b) Two or three kinds of maps should be employed; sketches made by the teacher on the blackboard to show simply the location of the canal and the relation of the lake region to the seacoast and Hudson River. Second, large wall maps which show the same thing on a larger scale with reference to the whole country.

(c) Any sketches drawn by the teacher can afterward be required from the pupils on paper or on blackboard.

(d) At the close of the description of the building of the Erie Canal, make a somewhat careful map of the canal, showing the main line and the branch lines north to Lake Ontario and south to the Finger Lakes.

(e) Good pictures of the canal, canal boats and locks, as at Lockport, are needed.

(f) Study the common folder map of the New York Central Railroad and compare with the line of the Erie Canal.

(g) In comparing the Old National Road with the Canal, make a map of that route from Baltimore through Washington to Wheeling and on to St. Louis. Compare its length and mountainous difficulties with the canal route through Central New York.

(h) In teaching a class, follow the outline of topics which forms the basis of the treatment and make each topic clear and full, with reproductions by the children, before passing to the next topic.

(i) Make definite and careful comparisons of different routes and their advantages and disadvantages.

(j) Have the children drilled upon the naming and location of cities and rivers, e. g., New York, Albany and Buffalo, for the canal; Philadelphia, Harrisburg and Pittsburgh, for the Pennsylvania line; Baltimore, Washington and Wheeling, for the National Road; Norfolk, Richmond, Charleston and Cincinnati, for the Chesapeake & Ohio Railroad.

(Then follows the story of the building of the canal. How many teachers can take the above outline and work up the story?)

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Of course, you will give the children a Christmas entertainment.

Dr. Howard Rondthaler, President of Salem College, was elected President of the State Literary and Historical Association.

The teachers of North Carolina make their bow to President Wright, who will guide the destinies of the Assembly through another year.

Dr. Snedden said, "The greatest weakness of the American teachers is, after they acquire a method or device in teaching they carry that method or device into the teaching of all subjects."

Dear Subscriber: If for any cause you fail to receive your journal regularly this year, please write to the publisher at once. That shows that you appreciate your paper and really want it. Did you ever think what a shocking sermon you are preaching against yourself when you tell your superintendent that you "haven't had a paper in three months?"

It was a merited compliment that the Board of Trustees of the Slater Normal School paid President Adkins a few days ago. The Slater Normal School, of Winston, is one of the State schools for the colored race. The trustees are all prominent white men. Recently the board met to receive the girls' dormitory that was built by architects who received their technical training in that school. The heard named the new building Adkins Hall after President Adkins, who has been such a power for good among people of his own race.

SEND US YOUR MAGAZINE SUBSCRIPTIONS.

North Carolina Education is now prepared to handle subscriptions to all the leading magazines. A considerable number of publishers do not allow their magazines to be offered at less than the regular subscription price, but in the great number of

cases where club rates are allowed we give our readers the benefit and ask them to permit us to handle their orders. You can make one list, one order, and one remittance cover all the papers taken by yourself and your school and all that you send as Christmas presents. The announcement on the second page of cover gives the regular and special rates on the leading magazines.

SUPERVISED STUDY AT SCHOOL.

Writing to the Charlotte Observer, Superintendent Charles M. Staley, of Hickory, says:

"For the last three or four years the pupils in the schools of Hickory have done their studying at school under the direct supervision of the teachers. The result is, that under this method the pupils are doing more and better work than under the other method. A much larger percentage of the pupils are promoted at the end of the year than when the children prepared their lessons at home."

Have you tried this? What has been your experience?

BOOKER T. WASHINGTON.

Few men in the South were better known or had more constructive work to their credit than had Booker T. Washington, President of Tuskegee Institute, Alabama, when he died a few days ago. Born a slave and reared under the most unfavorable surroundings, he worked out his own education at Hampton Institute, and soon after graduating from that institution, he began to teach the sons of slaves. This became his life's work and he gave to industrial education in the South a new meaning and worked out a type of education for the sons and daughters of the colored race that has become an object lesson for the white race as well. And his works do testify to his greatness.

LOOK FOR OUR JANUARY NUMBER.

For the January number of **North Carolina Education** we already have in hand several good articles, most of which are even now in type. Supt. M. L. Wright, of Edenton, will discuss the Value of Time in the School House and give some suggestions as to its use. Physical Training for the Fourth, Fifth and Sixth Grades, by Mr. Horace Sebring, of Winston-Salem, will contain a list of special drills. The editor will discuss at some length the vital subject of the Improvement of the Teacher in Service, while Miss Helen Graves, of Caswell, will contribute an exceptionally interesting article on The Essentials of a Good Teacher. These we shall try to find room for in addition to the regular departments. All in all, we hope to make the January number well worth looking for.

THE PATTERSON CUP.

The Patterson Cup, a much coveted prize offered by Mrs. Lindsay Patterson, of Winston-Salem, through the State Library and Historical Association, was won this year by President W. L. Poteat, of Wake Forest College. The title of the winning book is "The New Peace," which, it is said, proves that religion and science are at peace. This magic cup has adorned the scriptorium of a variety of scribes. First, it smiled on a poet, and he was a real poet, too. Then for a while it seemed to love best of all the academic shrines and Trinity College and the University of North Carolina told their friends, with much evident satisfaction, where the magic cup was abiding for the time. It is also a fickle lover, since it has flirted with a globe trotter and agriculturist, and it did appear to the public as if it had fallen in love with the back-to-the-farm movement, and some said it was about mated for life. But not so! It deserted the farm and suddenly appeared in the mountains of Western Carolina, and before we were through talking about it lo, it glided back into the academic world, and some said, now, surely, it will be content. However, it seemed to be unable to decide between poultry raising and socialism, and then suddenly we find it sitting above the chamber door of a college president, and that shadow shall be lifted—. But we are not ready to complete the sentence and the story of the wanderings of the magic cup will be continued a year hence.

A VALUABLE WORK.

Superintendent Charles L. Coon has contributed another remarkable document and the North Carolina Historical Commission has done a valuable service in printing this volume, "A Documentary History of Private Schools and Academies in North Carolina from 1790 to 1840." In two former volumes covering the same period the author traced the development of the sentiment which led to the passage of our first public school law in 1839. This volume supplements the material brought together in the first two volumes which were published under the title, "Beginnings of Public Education in North Carolina from 1790 to 1840."

The introduction to this second contribution embraces forty-five pages and is a good summary of the volume. However, the newspaper clippings, the advertisements, the bills, and letters that have been arranged by counties bring together for the first time a mass of interesting material that is invaluable to students and teachers of education. One great cause for the false conception of education in the South is due to the fact that we have been slow to make available the documentary evidences of education that we are in possession of, and Super-

intendent Coon has done for North Carolina what should have been done much earlier by other students and writers of educational history, and he deserves the thanks of the State for this valuable contribution.

DR. CHARLES E. TAYLOR.

There died at Wake Forest College Friday morning, Nov. 5, 1915, one of the most remarkable men that ever lived within the borders of the State. Born in Richmond, Va., Oct. 28, 1842, the son of a minister who was brought when an infant from Lincolnshire, England, Dr. Taylor was the youngest of three preacher brothers, all of whom attained high distinction as ministers and as men. Acting Adjutant of the Signal and Secret Service Corps under J. E. B. Stuart at the downfall of the Confederacy in 1865, a graduate of the University of Virginia in 1870, he was in Paris the ensuing summer, (France being at war with Prussia), whence he came direct to Wake Forest College, which had just called him to the chair of Latin and German.

As Professor of Latin until 1884, as President of the College for 21 years ending in 1905, and as Professor of Moral Philosophy from that date to his death, he did the work of his life, impressing upon his students his own high standards of character and culture. His greatest work was, of course, done during the score of years covered by his Presidency of Wake Forest College—a period that the institution began with three buildings, seven professors, 150 students, and \$100,000 in endowment and ended with five buildings and two others under construction, seventeen professors, 328 students, and an endowment of \$300,000.

As a soldier he had served under three of the greatest captains of all time, Lee, Jackson and Stuart, his personal qualities resembling perhaps most of all those of Jackson. The writer remembers him more particularly as a teacher of Latin, holding to high standards of thoroughness and scholarship, for his singularly uniform, legible, and oddly-beautiful handwriting, and for his playful wit in a home where his own gentleness and geniality flourished in the soft overflow of the tender wife and mother and amid the prattle and patter of little children.

W. F. M.

BACK NUMBERS WANTED.

A few copies of *North Carolina Education* for April, 1914, are needed at the Raleigh office. If you have any copies of that issue which you can part with, please send them to W. F. Marshall, Raleigh, N. C. Put your name on the outside of the wrapper and postage will be repaid, or a satisfactory extension of your subscription will be made upon request. Five complete sets from September 1913, to June, 1914, are also desired.

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

COURSE FOR 1915-1916.

LESSON III--SETTLEMENT OF AMERICA, WORK FOR THE GRADES, AND OTHER TOPICS

Topic: First Settlement in America.

What is the geography of the country in which the first English settlement was made? Read chapter III of Brigham's *Geographic Influences* with special references to this topic. How did the geography of Virginia affect the occupations of the people? What occupations could they follow with profit? You will recall that the early settlers came near starving to death. How did they save themselves?

In connection with this topic read Sims' *Life of Captain John Smith*. This book is in many of the libraries. The teachers who do not have access to this volume should exchange with teachers who have it. In this way every teacher can secure some very live material for the history class.

The geography of Virginia and the Southern States should also be studied in this connection. I call your attention again to the "suggestive outline" on page 57 of Dodge and Kirchwey's *The Teaching of Geography*. Follow the directions given in the first paragraph especially. Use the geography text. Call the attention of the pupils to the products of the present day. How many of them were Smith and his men familiar with. Be sure to let your pupils study the geography of this region before they go fully into the character of the first settlement. This will prepare them for the settlement.

A valuable novel for the teachers to read at this time is Kingsley's *Westward Ho*. It is in several of the libraries. This book tells in a thrilling manner the story of the English and Spanish seamen who explored the coast of America and carried gold and silver back to Europe. You can create considerable interest in school by reading this book and telling the story to the children.

Topic: Growth of the Settlement in America.

The above topic is outlined so that the reading will bear directly on the settlements in America. Following that plan I shall direct the reading to the next topic that follows historically, and call attention especially to the growth of the settlements in America.

1. In the first place teachers should use three or more different texts in United States history and compare the treatment in each. In this way a great deal of new and interesting material may be added to that found in the text-book.

2. Read Chapter III of Brigham's *Geographic Influences* with the above topic in mind. Compare the geography of the South with that of the North. How did a difference in geography affect the lives of the people?

3. Read Chapter VI of Brigham's *Geographic Influences* for a fuller study of the Southern States. How did the plantation life of the South develop?

How did the plantation life affect the politics of the South?

These two chapters should be carefully studied, keeping in mind the topic above.

4. In connection with the above topics, be sure to read carefully Chapter XIII, *Industrial and Commercial Geography* (Dodge and Kirchwey, "The Teaching of Geography"). In what way can you apply the principles of "Geographic Basis of Agriculture," the "Geographic Basis of Manufacturing," and the "Geographic Basis of Commerce," to the interpretation of this topic?

While your class is studying the history of a given period, let the students in the upper grammar grades have their lessons in geography on the same period. By a correlation of the two, the students will learn more geography and more history.

Certain books in the library may be read in connection with this topic. For example, Frankliu's *Autobiography*, Cooper's *Pathfinder*, or *Last of the Mohicans*, and Stinson's *King Noanette*. Since students in U. S. history will have so many references to the Indians, select one book from your library that treats of manners and customs of Indians and have all or part of it read.

Outline of Work For Primary Teachers.

By Mrs. J. A. Robinson.

"Telling Bible Stories," by Louise Seymour Houghton, will be found a most useful supplement to Miss Bryant's "How to Tell Stories."

Andrews' "Stories Mother Nature Told Her Children" contains ample material for the nature stories, to be used in connection with the regular work in nature and geography.

Besides the reproduction and dramatization of stories have pupils memorize a poem each month. Teach a memory gem each week. "How to Teach Poetry in the Grades," by Smith and Halliburton, will be found quite helpful.

The following poems are suggestive rather than prescriptive:

For Grade 1: *Who Has Seen the Wind*—Rossetti; *Sleep, Baby, Sleep*, from the German; *Why do Bells for Christmas Ring*—Field; *The Living*—Stevenson; *America* (one stanza)—Smith; *Twinkle, Twinkle, Little Star*—Taylor; *What Does Little Birdie Say*—Tennyson.

For Grade II: *Autumn Fires*—Stevenson; *Twenty-third Psalm*, from the Bible; *All Things Beautiful*—Alexander; *the Cow*—Stevenson; *Rainbow Fairies*—Hadley; *the Violet*—Taylor; *America* (two stanzas)—Smith; *The Wind*—Stevenson; *Seven Times Seven*—Ingelow; *The Brown Thrush*—Larcom.

For Grade III: *Twenty-fourth Psalm* from Bible; *October's Bright Blue Weather*—Jackson; *How the Leaves Came Down*—Coolidge; *Wyken Blynken*

and Nod—Field; The Shepherd—Blake; The Children's Hour—Longfellow; the Mountain and the Squirrel—Emerson; The Tree—Bjornson; The World—Rands; Little Brown Hands—Krout.

Books for Grammar Grade Teachers.

We called attention last month to a few books that are in the libraries of the county, and in the reading outline for this week the grammar teachers are referred to one of them. Mrs. Robinson calls the attention of the primary teacher to another. It may be that some teachers would prefer other books not mentioned last month. Three groups of books are given below for the teachers to think about:

I. Biography:

Henty—Under Drake's Flag.
Kingsley—Four American Explorers.
Franklin—Autobiography.

II. Literature:

1. Dickens—Christmas StORIES.
2. Cooper—Pathfinder.
3. Hawthorne—Grandfather's Chair.

III. Nature:

1. Bailey—Principles of Fruit Growing. (Select certain chapters from this book.)

Correlating Geography, Agriculture and History With the Reading Circle.

I have used the reading circle work of the present year in my work by correlation of Geographic Influences in American History with teaching geography and Story of Cotton. In studying the tenth chapter in Story of Cotton, discussions of slavery became more interesting by use of the sixth chapter in Geographic Influences. The discussions of the days of reconstruction after the Civil War are closely connected in the eleventh chapter in Story of Cotton and seventh chapter in Geographic Influences, and both were helpful in the work while we were studying the North Carolina Supplement in Dodge's Comparative Geography. When we studied the chapter concerning the introduction of manufacturing in our country, chapters 1, 2, and 3 in Geographic Influences were especially helpful. Our class in geography is just beginning agriculture. Since we have used the North Carolina Supplement, the concluding chapters in Story of Cotton with the eleventh chapter in Geographic Influences, the study of agriculture will be easy for the pupil to grasp, and the connection in agriculture, geography and history socially, industrially and politically will readily become clear.

What I Have Derived From Our Teachers' Club

The Teachers' Club has been of special help to me in three ways. It has given me pleasure, furnished me with useful information, and given me something to carry over into the school to make it more interesting to the pupils as well as to myself.

Meeting together once every two weeks has broken the monotony of daily school work. Although I have felt at times as though I would rather not go to the club on account of being tired, yet I have, for the most of the time, come away from the club refreshed, and glad I went. Our discussions on current topics, which has been a part of our program, have been a source of pleasure, and interest to all.

In studying the lives of our leading statesmen,

authors, painters, sculptors, and the facts connected with special days, such as Hallowe'en, Valentine's Day, and Easter, I have had an opportunity to acquire a larger and completer knowledge of these men and dates, thereby broadening my scholarship and furnishing myself with information interesting to the pupils.

The chief use I have made of this information has been in the opening exercises.

How Brigham's Geographic Influences Helped One Teacher to Make Geography Interesting.

The author of Geographic Influences has written a very helpful book for those who teach Geography and History. Because of this book I have been better able to teach Geography, for it has made it more interesting to me.

I think my best recitation has been when I put the maps of the different groups of States on the board and had the class to form their own conclusions as to the influences of geography on the State as a whole and then on particular cities within that State.

I shall take, first, the section of the United States between the Atlantic Ocean and Appalachian mountains and tell how I taught the geography of this section.

First the New England States: using the maps which the students had drawn of the States, I pointed out the mountains, their nearness to the ocean; the rivers with falls and rapids; glaciated soil; the coast line and climate, then I had the class to make their own conclusions as to the occupation of the people. By suggestions I led the class to understand how these conditions have been a great force in making the typical Yankee what he is.

Next, taking up the Hudson River and Erie Canal—"the eastern gateway of the United States"—it was easy for the class to see that people would naturally center around this "gate-way." In like manner, I took up Philadelphia, Baltimore, Richmond and Washington. I used the Geographic Influence of this section in teaching the movement of the Civil War.

By tracing the lines of the Southern, Seaboard, Atlantic Coast Line Railways they could easily see the barriers offered on the west by the mountains. Following the railroads around the southern ends of the mountains they readily saw, not another "gate" but an outlet around the end of the fence. At the end of the fence we made a star. They called it Atlanta.

We compared Raleigh and Atlanta. By tracing the railroads running East, West, North and South into Atlanta and "Looping the Loop" around these mountains they at once saw the geographic advantages of Atlanta over Raleigh.

USE IT FOR A CHRISTMAS GIFT.

Do not forget that Brooks's North Carolina Poems is the latest collection of our native verse, that it gives 102 poems from 37 poets, has useful notes and biographical sketches, that many of these poems have not appeared in book form before and many others are out of print, that it costs only \$1.00 (or in paper covers, 50 cents), and that only a few copies now remain even at this price. Order now, addressing North Carolina Education, Raleigh, N. C.

News and Comment About Books

NOTES AND COMMENT.

For a Christmas gift or school prizes for the advanced pupils, get North Carolina Poems. It is attractively bound in red basket pattern cloth, and is sent postpaid for \$1.00. Send orders to North Carolina Education, Raleigh, N. C.

When so much importance is attached to "correlation" it is really remarkable that there is so little teaching of simple book-keeping or business accounting in connection with arithmetic. A fine little book to support the teacher's effort in this direction is "**Farm Accounts**," published by the Laurel Book Company of Chicago at 30 cents. It is a practical and timely supplementary text and will do much when used in the rural schools to vitalize the study of arithmetic. It has been adopted by the State of Kentucky.

Bulletin No. 305 of the United States Department of Agriculture carries the title of "**Exercises With Plants and Animals for Southern Rural Schools**." It is written by E. A. Miller, specialist in Agricultural Education, and contains 63 pages. The exercises are given for the first five grades in the order of the school months and are arranged under the months, except June, July, and August, which are omitted. This bulletin is sold by the Government Printing Office at 15 cents per copy.

The New Hudson Shakespeare (Ginn & Company, Boston) is near the summit of perfection for a school edition of Shakespeare's plays. In paper, print, introductory matter, and annotation one could wish for but little that is not contained in these attractive volumes. The regular edition is priced at 50 cents a volume, but an edition has just been attractively bound in flexible blue cloth at 30 cents. The introduction remains essentially as written by Dr. H. N. Hudson, but most of the other matter in the equipment has been recast or revised by Prof. E. Charl-Dr. Francis Kingsley Ball. Dr. Francis Kimpley Ball.

A series of "**Study Outlines**" to accompany "**The Pocket Series** of

American and English Classics has been begun by the Macmillan Company at 5 cents each. They correspond in size of the page to the volumes with which they are to be used and may be pasted in if desired. They are designed to assist and stimulate rather than to supplant the methods of the teacher. The outlines so far issued are *The Ancient Mariner*, *The De Coverley Papers*, *Ivanhoe*, *Silas Marner*, *Burke on Conciliation*, *Macbeth*, and *Julius Caesar*. A descriptive list of the 150 volumes in the series will be sent to teachers who request it of The Macmillan Company, New York.

Everyman's Library (E. P. Dutton & Company, New York) now contains 733 volumes, eleven new ones having just been added. Two of these are **Green's Short History of the English People**, bearing the numbers 727 and 728. The history has been edited and revised by L. Cecil Jane (without, however, interfering with the author's text in any way) and an appendix by R. P. Farley devotes forty pages to the events from Waterloo to the end of the 19th century. Six maps in color and one in black and white are included. These volumes in one of the bindings are sold as low as 35 cents each and it is remarkable what a wealth of literature in books of uniform style may be had at this low price in Everyman's Library.

BOOK NOTICES.

The English Teacher's Manual. By L. A. Pittenger, A.M., Critic in English, Indiana University. Heavy paper covers, 116 pages. Longmans, Green & Company, New York.

This manual is designed to accompany the study of Thomas and Howe's *Composition and Rhetoric*, but it is useful with any other rhetoric, especially in organizing effectively the work of the class.

Much Ado About Nothing. The New Hudson Shakespeare. Introduction and notes by Henry Norman Hudson, L.L.D. Edited and revised by Ebenezer Charlton Black, L.L.D., School Edition, Flexible Blue Cloth, lxix+139 pages. Price 30 cents. Ginn & Company, Boston, Mass.

Among the most attractive of all the school editions of Shakespeare's plays; has new type, exceptionally high quality of paper and printing,

flexible blue cloth covers, and its editorial equipment of introduction, tables, and illuminating foot-notes, is not a whit behind the mechanical in approach to perfection.

The Study of Idylls of the King, containing critical notes, references, and topics for study. By H. A. Davidson. Substantial paper covers, 94 pages. Price 50 cents. H. A. Davidson, Study-Guide Series, Cambridge, Mass.

This little volume contains a full series of studies for advanced students and is arranged for critical study of plot, dramatic unity of the series of the idylls, and their artistic and literary qualities. It will also prove very helpful to teachers and others who may need such a guide for studying the idylls without a teacher.

The New Composition—Rhetoric: Edition of 1911. By F. N. Scott, University of Michigan, and J. V. Denney, Ohio State University. Cloth, 480 pages. Price \$1.20. Allyn & Bacon, Boston, Mass.

Intended for high school use, this book lays emphasis on the discovery of principles inductively by study of numerous selections and their immediate application by the student in practice. Another striking feature is the stress laid on oral composition. But among the stronger points of all is the fact that the authors have avoided making a dull book by putting into it those qualities which catch, interest and stimulate the student.

The New Testament in Modern Speech. By the late Richard Francis Weymouth, M. A., D. Lit., London. Edited and partly revised by Ernest Hampden-Cook, M. A., London. Third Edition, fifth impression. Cloth, gilt top, 734 pages. Price \$1.00 net. The Pilgrim Press, Boston, Mass.

The argument for a modern New Testament is strikingly stated in the declaration that our greatest Biblical need is not that English classical form be preserved in its ancient glory but that men should be permitted to read the Bible and be impressed by its meaning. This translation is an attempt to meet that need by presenting the "**Living Word in a living language**." The aim of the translator has been to get the real thought of the original Greek and present it in the best everyday English of the present time. Certainly the ordinary Bible reader's need for a commentary disappears in large measure when this modern speech translation is used; and it is equally certain that it brings the Bible message nearer to the people, making it more real to their understanding and consequently more intimate in its appeal to them.

Outlines of Composition and Rhetoric. By John Franklin Genung and Charles Lane Hanson. Cloth, 406 pages. Price \$1. Ginn & Company, Boston, Mass.

The last two years of high school work are covered by this new Composition and Rhetoric just written by two eminent teachers and authors. Throughout it has been made fresh, live, interesting, concrete, vigorous, and potent of good results. To the three large divisions of (1) Elementary Work, (2) Rhetorical Effectiveness, by the Effective Word and Effective Sentence and Paragraph, and (3) the Kind of Composition, has been added an appendix of great value on such subjects as "The Musical Reading of Verse," "A Secretary's Report," "Business Forms," and "Proof Readers' Marks," and a Glossary of particular usefulness. But the real merit of what is in the book cannot be indicated by a mere outline of its plan and contents. We commend the book to the attention of every reader of this journal who has high school work in composition.

How to Study and What to Study. By Richard L. Sandwick. Cloth. 175 pages. 60 cents. D. C. Heath & Co., Boston, New York, Chicago.

Here is a little book that is worth not far from its weight in gold. It should be circulated by the tens of thousands among teachers and students. "It is my belief," says the author, "that students have a right to as much and as expert coaching on how to study lessons from books as they receive on how to play football, how to dance, or how to do anything else. They will generally be grateful for such help." He presents in clear and usable form the most successful methods by which lessons may be learned and correct habits of study formed. The first half of the book is devoted to general principles and the latter half makes definite application to the essential high school subjects. The chapters are well adapted for use in connection with a first year course in English. It is an eminently practical book for high school pupils where teachers are making efforts to secure supervised study.

Treasure Island. By Robert Louis Stevenson. Illustrated by Louis Rhead. Cloth, octavo, 289 pages. Price \$1.50. Harper & Brothers, New York.

This is the seventh in a series of popular tales illustrated by Louis Rhead. The first was a fine edition of "Robinson Crusoe"; the second was "Swiss Family Robinson," the illustrator making a special journey to the tropics in order to draw the pictures for the book; then followed "Tom Brown's School-Days," "Robin

Hood," "Gulliver's Travels," and Hans Christian Andersen's Fairy Tales. The latest addition, which is just out, is Stevenson's Treasure Island, the tale in which the author made a supreme effort to captivate boys. In this Rhead edition there are more than 100 illustrations and decorations. Many of them full-page, to enhance the spell and witchery of this boy-enthraling tale. A wide distribution should greet the story in so fine a dress when the price is only \$1.50. The seven books are uniform in binding and price, and the whole set is not too good a gift for many a boy!

The Modern World, from Charlemagne to the Present Time. By Willis Mason West, University of Minnesota. Half leather, 776 pages. Price, \$1.50. Allyn & Bacon, Boston, Mass.

Though based on the author's Modern History, this is a distinct work covering for high school students the history of the world for the last 1100 years, with the exception of America which is, of course, expected to receive separate treatment. An introduction of 80 pages gives in six chapters a summary of ancient progress from the earlier times of the Roman Empire to the time of Charlemagne. Specially full treatment is accorded to recent history, the events of the last 100 years occupying one-third of the volume. Following the style of his previously published "The Ancient World," the author has fused his material into a glowing connected narrative that interests while it instructs. Discovery, invention, the biographical element, social and industrial progress—all of these, rather than mere wars, are brought under tribute to explain and interpret the course of events. The equipment may be called sumptuous; there are 192 illustrations, 50 maps, 9 reference tables of kings, sovereigns and administrations, references for further reading, review exercises, and many welcome footnotes. Fortunate is the young student who has such a text-book in history!

Principles of Composition. By Percy H. Boynton, Associate Professor of English, University of Chicago. Cloth, 386 pages. Price \$1.00. Ginn & Company, Boston, Mass.

This new book is not a running lecture to teachers on how to teach composition, but a working hand-book and counsellor for the student who is trying to learn to write. The only part of the book addressed to the instructor is the preface; the remainder is intended to help and guide the student, a fact that should commend it strongly to live teachers of English composition. The scheme of the book falls easily into two divisions: (1) The Elements and (2)

the Forms of Discourse. Under the first division such matters are treated as "What to Write About," "Interest Property of the Whole Composition," and then "The Paragraph," as an independent unit, "The Sentence,"—clearness and interest, and "Diction." This division closes with sixteen pages on "Letter Writing"—its literary aspects, cardinal qualities and dogmas of old-fashioned second division comes a clean-cut treatment of the forms of discourse, Exposition, Argumentation, Writing, formal and informal, Description, Narration and Criticism. No time is wasted on the technicalities, formalities and dogmas of old-fashioned "rhetoric," but the main purpose of training the student to do clear, correct and effective writing is kept in mind at all times, making this a remarkably sane and desirable book for the first years in college.

The Modern Study of Literature. By Richard Green Moulton, Professor of Literary Theory and Interpretation in the University of Chicago. Cloth, 542 pages. Price, \$2.50, postage extra. (Weight 1 lb. 13 oz.) The University of Chicago Press, Chicago, Ills.

As soon as one recovers from the sudden jolt of finding that so great a master in literature as Dr. Moulton has used the word "chum" in his dedication and adjusts to himself the new sense of comfort which follows the jolt, he may easily lose himself in this absorbing book. Though it bears the title already given, the author says in his preface that what he most desires the book to accomplish is expressed by the sub-title—that he desires it to be "an introduction to literary theory and interpretation." And while its serviceableness in university and other classrooms and its appeal to the general reader has been kept steadily in mind, the author concludes his preface by declaring that the readers he most wishes to serve are "those who have recognized their college graduation, not as the goal, but the starting point of a culture with which the leisure time of their whole lives may be filled." The Introduction treats of the Dominant Ideas of Modern Study: Unity, Induction, Evolution. Then follows a masterly discussion in six grand divisions: (1) Varieties of Literature and their Underlying Principles, three chapters; (2) Field and Scope of Literary Study, two chapters; (3) Literary Evolution, four chapters; (4) Literary Criticism, eight chapters; (5) Literature as a Mode of Philosophy, four chapters; (6) as a Mode of Art, five chapters. The vast influence of this great work by a great master upon the study of literature, which holds so large a place in modern education, cannot be doubted or easily calculated.

Some Influences in Modern Philosophic Thought. By Arthur Twining Hadley. Cloth, gilt top, 146 pages. Price \$1.00, postage 10 cents extra. Yale University Press, New Haven, Conn.

This book contains the John Calvin McNair lectures before the University of North Carolina delivered in April, 1912, with the addition of a brief discussion of the meaning of the term Philosophy (not before published) and an estimate of the influence of Darwin upon historical and political thought. It is refreshing to stumble unexpectedly upon a book on philosophic thought that you can understand, and not only understand but take delight in. It is scholarly but simple, clear and genuine, shot through and through with human interest. To the writer it was like welcome summer rain.

Lessons in Elementary Physiology. By Thomas H. Huxley. Ninth edition revised and enlarged by Joseph Barcroft, of King's College, Cambridge. Cloth, 604 pages. Price, \$1.10. The Macmillan Company, New York.

Though published late in September, this revised physiology of the great English master-scientist has already been adopted for class use, the publishers report, in a number of colleges and universities. Its strong characteristics are thoroughness, accuracy, lucidity, and effective presentation of scientific fact. There are 185 illustrations and an index of 38 pages. The fact that the book is now in its ninth edition indicates its popularity and authoritativeness and the recent revision gives it the additional advantage of being up-to-date in every matter of scientific detail and method.

John Branch, 1782-1863. By Marshall DeLancey Haywood, author of "Governor William Tryon and His Administration in the Province of North Carolina," "Lives of the Bishops of North Carolina," "Ballads of Courageous Carolinians," etc. Pamphlet covers, 55 pages. From the North Carolina Booklet.

John Branch was Governor of North Carolina, United States Senator, Secretary of the Navy, Member of Congress, and Governor of Florida. At the age of 29, he was State Senator from Halifax in 1811, and until the close of his official term as Governor of Florida, in 1845, he led an active and useful public life. The story of his career is here set forth in that charming style of historical narrative which belongs like a gift to its full-minded author. An interesting account is given of the society storm which resulted in the reorganization of President Jackson's cabinet, for John Branch was Secretary of the Navy at the time when Major

Eaton was Secretary of War, the Major having but a short while before married the pretty and vivacious young widow that caused all the trouble, and Mrs. Branch was one of the cabinet ladies who refused to visit or invite her. A good portrait of John Branch is the frontispiece.

Effective Public Speaking. By Frederick Robinson, Ph.D., Professor in the Department of Public Speaking, College of the City of New York. Cloth, 12mo., 470 pages. Price \$1.50 postpaid. LaSalle Extension University, Chicago, Ills.

A new book just from the press treating of the new methods of teaching and acquiring the power to speak effectively in public. The author is an active and successful teacher and this book comes right out of his experience in speaking and teaching others to speak. The twenty-five lessons are arranged under five divisions: Organization (six lessons); Delivery (two lessons); Details of Composition (eight lessons); Practical Problems of Delivery (six lessons); Practical Speech Directions for Special Occasions (three lessons). It is a live book packed with vital instruction for live teachers and live students.

Moonlight Schools for Negroes.

A number of the negro teachers of the Greensboro and Guilford county assembled Tuesday night at St. James Presbyterian Church for the purpose of discussing plans for reducing adult illiteracy of the race in Greensboro and Guilford county, and tentative plans were formulated for organizing one or more moonlight schools for this work. It was an enthusiastic gathering, and it is felt that the outcome of the conference will be altogether successful. Plans considered at this meeting will be worked out in detail, and a permanent organization to fight adult negro illiteracy will be perfected at a meeting of the County Teachers' Association in the courthouse annex Saturday morning at 10 o'clock. An invitation was extended at Tuesday night's meeting from the county organization for the meeting to be held Saturday.

Dr. J. B. Dudley, president of the A. and T. college for negroes, explained to the assembled teachers the object of Tuesday night's conference, and spoke eloquently of the needs of the adult negroes of the city and county who are at present unable to read, and thus keep abreast of the times by following the daily newspapers, or write even their names. He expressed the belief that an organized effort on the part of the teachers would go far in reducing this adult illiteracy. He and others who spoke had the same opinion relative to the best method to pursue, the organiza-

Graduate Work in Education

Graduate training in both academic and professional lines is more and more being required of all those in educational work. It is being required of teachers in the larger high schools; of teachers and executives in normal schools and college departments of education; and of executives in the larger cities, county school systems, and state departments of education.

To meet this demand, Peabody College has established a **graduate school of education** and is stressing graduate work.

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Peabody's Quarter System makes it possible for a student to work at various seasons, or during a three months leave of absence, or during the summer.

Write for Bulletin on "Facilities for Graduate Study in Education" to be issued about Dec. 20.

The Winter Quarter opens Jan. 3 and closes March 22. The Spring Quarter extends from March 29 to June 14.

George Peabody College for Teachers

NASHVILLE, TENN.

tion of a system of moonlight schools.

Dr. J. C. Walker was made temporary chairman of this meeting, and Rev. Lomax was made temporary secretary. Besides Dr. Dudley, those who spoke and pledged their support to the proposed work were Dr. Walker, Rev. Weatherly, President Wallace of Bennett College, and Dr. Delinger.

Following the discussions, representatives were appointed to confer with the County Teachers' Association, with a view to uniting forces for the work in hand, and it is these representatives who will meet with the county organization Saturday morning.—Greensboro News.

A Daily Reminder of the Giver.

Webster's New Dictionary (G. & C. Merriam Co., Springfield, Mass.) is a wonderfully compact storehouse of accurate information of constant education and interest. The clear printing and beautiful bindings are lasting examples of the bookbinder's art. This book as a gift will be treasured, admired, and used long after the holiday season has passed.

State School News

NEWS BRIEFS.

The Moonlight Schools at the Statesville cotton mill closed a few days ago, after teaching 18 or 20 illiterates to read and write.

A medical inspection of the public schools of Northampton to cover about two months began the 29th of November. The inspection is made by the State Board of Health.

The Moonlight Schools in Gastonia opened last Monday night with 145 pupils under 27 teachers. Superintendent J. S. Wray says it was the most enjoyable school work in his 18 years' experience.

Following a custom of many years standing, the school children of Dallas carried fruits and candies to the inmates of the Gaston County Home Thanksgiving day. They visited every room and sang songs and choruses.

The little 34-page Manual for Iredell County teachers is one of the most interesting we have seen. It is a remarkably compact presentation of the extensive organized educational activities of Iredell County, and is filled to the brim with directions and helpful information for the teachers.

Editor W. C. Bivens, of the Wadesboro Ansonian, has been elected superintendent of schools for Anson County, to succeed Paul J. Kiker, who has tendered his resignation to take effect January 1, 1916. Supt. Kiker becomes North Carolina representative for Rand, McNally & Company, Chicago.

The High School at Angier under Prof. J. C. Dowd is making progress. A music studio has been built, a library and reading room added, \$25 was raised by the teachers for equipping the studio, the new four-year course calls for an additional teacher, new desks have been added, and the enrollment is larger than ever before.

It is said that it took Miss Mary Owen Graham, the first woman President of the Teachers' Assembly, less than half an hour to deliver her annual address at the meeting of the Assembly in Raleigh last week. It would have taken the average man

two hours on the same job and The Landmark is willing to bet Miss Graham put more good sense in that half hour's talk than the average man would have put in two hours. Glory to Miss Graham!—Statesville Landmark.

Get a Pencil Sharpener for Your School.

Lyman A. Skinner, who advertises the free New Era Self-sharpening Pencil Sharpener, announces that all readers of North Carolina Education who respond to his offer, will have included in their parcel a free sample of Deposit Pencil Sharpener, pocket size. This can be offered as a prize to the pupil disposing of the largest number of pencils. Should you wish to get the machine quickly, remit the \$2.00 in advance and the machine will be included with the pencils. When you have collected the money for the pencils you will be reimbursed and have 40c. profit.

The Declamation Contest at Trinity College.

The fifth annual interscholastic declamation contest held October 26

Government Positions for Teachers

All teachers both men and women should try the U. S. Government examinations to be held throughout the entire country during the next two months. The positions to be filled pay from \$600 to \$1500; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. E229, Rochester, N. Y., for schedule showing examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

at Trinity College under the auspices of the 9019 was won by Aubrey Wiggins, of the East Durham high school. The 10 declaimers who spoke in the final contest were heard by a large crowd and the contest was one of the most interesting that has been held. The decision of the judges was unanimous. But the contest was close. Martin Luther, of Piedmont high school, of Laundale, was given honorable mention by the judges.

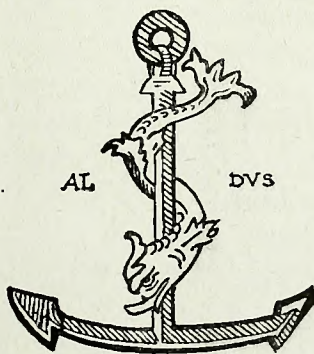
Superintendent P. J. Kiker of Anson County has resigned and his services as County Superintendent will terminate January 1. Few men have accomplished more for education in the same length of time than has Superintendent Kiker. He has put Anson County on the educational map.

THE EDUCATIONAL DEPARTMENT of the International Harvester Company of New Jersey, Chicago, Ill., loans charts, slides and reels for express charges and sends out literature to teachers. Organize a club of rural or town schools to use charts and slides in teaching agriculture, domestic science and sanitation. Write today.

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SECOND MEETING OF GUILFORD TEACHERS.

Moving Against Illiteracy—Moonlight Schools and the Old Pedagogy—Interesting Meetings of High School and Grade Teachers.

The Guilford County Teachers' Association held their second meeting of the year, the first since all the schools of the county have opened.

Superintendent Foust instructed the teachers that the report of the attendance officers must be sent the fourth Monday of the calendar month and not the fourth Monday of the school, reporting only those who, according to law, cannot be excused. The attendance law is working admirably this year.

Twenty or more of the teachers have organized night schools and their reports were very encouraging.

Miss Land, primary teacher at Pomona, has made a study of a program for these schools and gave a demonstration of how the first lessons may be taught.

A Torpedo for Pedagogy.

Dr. J. A. Lesh, head of the department of education at the Normal College, was present and, among other things, he said.

"I hate for my pedagogy to be knocked into pieces so often, but every once in a while something comes along that knocks it into a cocked hat. We have always thought that a little child can learn easier than a grown person, but in these moonlight schools the adult can beat the child. You can learn better to-day than you ever could. I want to remind you of your increased power

to handle things. I want you to get down deeper than just thinking a thing and not half believing it. Try to let your confidence go down deep enough to believe in yourself really."

The next general meeting of the teachers' association will be held on the third Saturday in January.

The High School Section.

Dr. Lesh spoke also to the high school department. He told the teachers to know what they are going to do and then to do it. He stated that the noble aspirations of the child expire if the education ceases at either the grammar or high school. Also that if a person is trained in only one line, new fields are not open to him; and that the high school teacher comes into contact with the child when he is the most easily influenced, or inspired to higher things.

Mr. E. J. Coltrane, of the Jamestown high school; Mr. F. L. Foust, of the Pleasant Garden high school; and Mr. G. A. Short, of the Summerfield high school, were appointed as a program committee for the high school department of the association.

Grammar Teachers.

The grammar grade department met in the Y. W. C. A. rooms where they learned a Thanksgiving song and listened to a paper on busy work by Miss Eva Cox, of the Bessemer high school. Miss Cox teaches the third and fourth grades. She gives her pupils work in manual training and drawing, using plasticine in making relief maps in connection with her geography work. They also make animals of the country they

are studying and dress dolls to represent the people of the different countries. Her children make blotters and scrap books, always following the different seasons and the study of historical days in their work.

The primary teachers learned a Thanksgiving song, discussed busy work and had a general round table discussion of things helpful to the teachers.

The rural teachers of Iredell, about 100 strong, held their first meeting for the school year in Statesville November 13.

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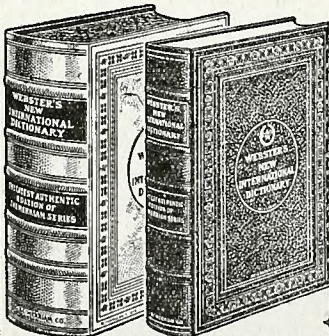
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Booker T. Washington Dead.

Booker T. Washington, the noted negro educator and founder of Tuskegee Institute, Ala., died at his home at the institute November 14, four hours after his arrival from New York. Death was due to hardening of the arteries following a nervous breakdown.

The negro leader has been in failing health for several months, but his condition became serious only last week while he was in the East. He realized the end was near, but was determined to make the long trip South to bear out his oft expressed statement that he had been "born in the South, have lived all my life in the South, and expect to die and be buried in the South."

Washington is survived by his wife, three children and four grandchildren. His brother, John H. Washington, is superintendent of industries at Tuskegee Institute.

Beautiful Christmas Music.

Besides the usual long list of new records of the various popular and classical kinds, the Victor Talking Machine Company has added some beautiful Christmas music.

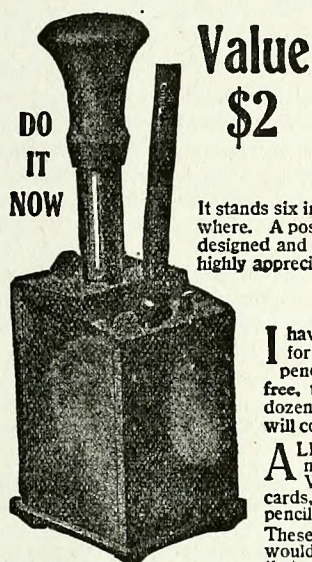
Alma Gluck and Paul Reimers give a delightful rendition of an old German song, "The Christmas Tree," and John McCormack sings "Adeste Fideles," with a highly effective

choral support. The Venetian Trio contributes Adam's noble "Holy Night," and Felix Arndt offers a celesta solo of "Silent Night, Holy Night."

The children are not forgotten either. Cora Mel Patten recites "The Night Before Christmas" for them

and it is given very realistically with the patter of the reindeers' hoofs, the whistle of old Santa Claus and the jingle of his famous sleigh bells.

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THE GEOGRAPHY YEAR

When the newspapers are full of stories of great events in Europe, and when pupils are reading and talking of the countries at war, the schools are taking advantage of this interest to improve the teaching of geography.

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Illinois Hazing Law is Held Unconstitutional.

Monmouth, Ill., Oct. 29.—Judge L. W. Murphy, of the Warren County court handed down a decision today holding the State law of 1901 making hazing a misdemeanor unconstitutional on the ground that it is class legislation.

The act makes hazing a misdemeanor and also defines hazing "by students or other persons in schools, or other educational institutions or people connected with any public State institution." The decision declares the classification places high school students in the same class with persons in authority in public institutions such as guards in State prisons and insane asylums.

The judge dismissed cases against ten high school boys charged with hazing.

Anson County Teachers' Association.

On Saturday, November 6th, the Anson County Teachers' Association met in the first regular session for the year. Seventy-three teachers were present and a great deal of enthusiasm was manifested in the school work. Eighty-six Anson County teachers subscribed to North Carolina Education.

The first subject for discussion was Moonlight Schools. Short inspiring talks were made by Rev. J. A. Sharpe of Lilesville and by Prof. Rankin of the Norwood Graded School. After these talks there was a general discussion of the work to be done and methods by which it could be accomplished.

The local newspapers had representatives present and gladly offered their assistance, and will send their papers to all who enroll in the Moonlight Schools. Fifty of the teachers present signed the pledge cards to aid in organizing and conducting Moonlight Schools.

The Course of Study, Township meetings, plans for a County Commencement, and the Compulsory School Law came in for discussion.

Many of the teachers expressed the opinion that it was the best meeting the Association had ever had. Eighty-six teachers subscribed to North Carolina Education.

The first thing on the program was organization.

Prof. J. F. Lowrance, of Morven High School, was elected President. Prof. E. J. Abernathy, Ansonville, Vice-President; Miss Nannie Gatewood, Gum Springs, Secretary.

A Practice House.

From the Clarion, the official publication of the Belmont High School (Gaston county), we learn that Belmont is to have a practice house as a means of teaching the girls how to run a house with skill and economy.

The next step, we suppose, will have to be a practice shop or office or farm to teach the boys how to provide the necessary wherewithal for the support of the home.

We are glad to welcome the Clar-

ion once more as it starts on its second year. May it continue to grow better with each issue.—News Letter.

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NOTICE THIS TEST

In School and Home there is an account of what the author, Mr. M. C. Gay of Clarksville, Ga., calls "the first real school for illiterate grown-ups" in that State. In this account Mr. Gay notes the interesting fact that in an almost incredibly short time sixty pages of the Reader (Mrs. Cora Wilson Stewart's Country Life Readers—First Book) had been thoroughly mastered by the pupils and the still more interesting fact that most of them finished the reader without help within a month after leaving school and were asking for the second book.

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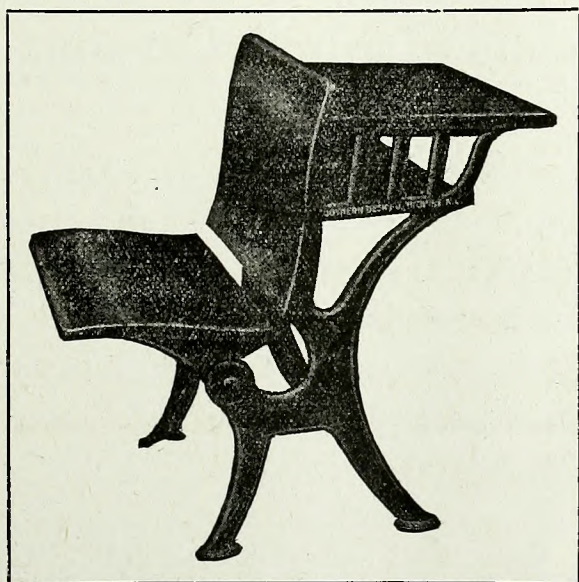
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NORTH CAROLINA EDUCATION

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and Civic Betterment

Vol. X. No. 5.

RALEIGH, N. C., JANUARY, 1916.

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The Untrained Teacher, a Stupendous Problem

Every year from 80,000 to 100,000 young people in this country enter upon the work of teaching. They come from the farm and city, from the college and the normal school, but the great body of them still come from the elementary school where their training has necessarily been very limited. * * * * The problem of the untrained teacher is the most stupendous problem that confronts American education to-day. * * * Without professional training and experience, they grope their way in ignorance of many things that they might learn and make mistakes that they might easily escape. All this is done at the expense of the children. Whoever helps the teacher becomes a benefactor of the more than twenty million children thronging the public schools of America.--From Seeley's "Teaching: its Aims and Methods."

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17	American Boym	\$1.00	18	Hoard's Dairymanw	1.00	40	Review of Reviewsm	3.00
25	American Magazinem	1.50	12	Home Needlework Magazine..m	.75	20	Rural New Yorkerw	1.00
40	American Magazine and Wom- an's Home Companion, (both to one address)m	3.00	25	Home Needlework & Modern Priscillam	1.75	50	St. Nicholasm	3.00
18	American Open Air School Journalm	1.00	50	House and Gardenm	3.00	30	Saturday Evening Post.....w	1.50
17	Am. Primary Teacher (10 Nos.)	1.00	37	House Beautiful.....m	2.00	55	School Arts Magazine (10 Nos.)	2.00
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80	Atlantic Monthlym	4.00	40	Journal of Educationw	2.50	17	Something to Dom	1.00
25	Baseball Magazinem	1.50	40	Jour. Home Economics (10 Nos.)	2.00	30	Storytellers' Magazinem	1.50
25	Bible Reviewm	1.50	60	Jour. Polit. Economy (10 Nos.)	3.00	60	Survey (Social Service).....w	3.00
25	Birds and Naturebi-m	1.50	17	Kindergarten Primary Maga- zine (new sub.)....(10 Nos.)	1.00	8	Today's Magazinem	.50
17	Black Catm	1.00	20	Kindergarten Primary Magazine (renewal)m	1.00	35	Trained Nursem	2.00
47	Bookman Magazinem	2.50	30	Ladies' Home Journal.....m	1.50	55	Travel Magazinem	3.00
17	Boys' Life (Boy Scouts' Mag.) m	1.00	15	Ladies Worldm	1.00	50	Unpopular Reviewq	2.50
17	Boys' Magazinem	1.00	20	LaFollette's Magazinem	1.00	18	Wallace's Farmerw	1.00
20	Breeders' Gazettew	1.00	17	LaFollette's Magazinem	1.00	25	Woman's Home Companion..m	1.50
70	Century Magazinem	4.00	40	Manual Training and Vocational Education(10 numbers)	2.00	40	Woman's Home Companion and American Magazine to one addressm	3.00
23	Christian Heraldw	1.50	45	McBride's Magazine (formerly Lippincott'sm	3.00	17	Woman's Journalw	1.00
35	Collier's Weeklyw	2.50	25	Metropolitan Magazinem	1.50	12	Woman's Magazinem	.75
16	Cooking Club Magazine.....m	1.00	17	Modern Priscilla (Needlework) m	1.00	40	World's Workm	3.00
30	Cosmopolitan Magazinem	1.50	25	Modern Priscilla and Home Needleworkm	1.75	(Only in Clubs totalling \$3.00 or more).		
20	Country Gentlemenw	1.00	23	Mothers' Magazinem	1.50	100	World's Work and Harper's Mag. (both to one address)....	7.00
70	Country Life in America.....m	4.00	25	Motion Picture Magazinem	1.50	20	Writer (for Literary Works)..m	1.00
50	Countryside Magazinem	3.00	60	Moving Picture World.....w	3.00	40	Youth's Companionw	2.00
50	Craftsman (Home Building) m	3.00	20	Munsey's Magazinem	1.00			
8	Current Events40 weeks	.40	70	Nationw	4.00			
55	Current Opinionm	3.00	45	National Geographic Mag.....m	2.50			
23	Delineatorm	1.50	60	National Magazinem	3.00			
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25	Etude (for all musical lovers) m	1.50	80	North American Review.....m	4.00			
25	Everybody's Magazinem	1.50	40	Nursem	2.00			
40	Everybody's and Delineator (sent to one address).....	3.00	30	Office Appliancesm	1.50			
45	Forum Magazinem	2.50	17	Orange Judd Farmerw	1.00			
30	Good Housekeepingm	1.50	50	Outing Magazinem	3.00			
40	Harper's Bazaarm	2.00	60	Outlookw	3.00			
70	Harper's Magazinem	4.00	20	Pearson's Magazinem	1.50			
			25	Pictorial Reviewm	1.50			
			27	Popular Educator (10 numbers)	1.50			

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HOME FARMING AND THE USE OF LAND IN TEACHING AGRICULTURE IN THE HIGH SCHOOLS

With the idea of determining how land is being used by high schools in the teaching of agriculture, the Office of Experiment Stations some time ago sent a questionnaire to all high schools receiving State aid for agriculture and to special high schools and Normal schools known to have courses in this subject. Of 385 schools replying, 257 reported that some land was used in connection with their agricultural instruction. Of these 257 school farms, over one-half consisted of six acres or less, and there were fewer than 60 school farms with over twenty acres. Of the schools reporting that they had land, only 82 reported that they also had farm animals, and these in a number of cases consisted of a horse or team. The crop reported as being grown by the 257 school farms were as follows:

One hundred fifty were growing corn; 129, garden crops; 84, potatoes; 75, oats; 61, alfalfa; 42, cotton; 35, wheat; 29, clover; and 20, sweet potatoes.

The second inquiry indicates that only a very small amount of ground is used in raising laboratory material, and still less for projects by individual pupils. Only a small percentage of schools which largely aim to train teachers to supervise school gardens, were using land for school gardens. The larger uses were for crop rotation, general demonstration, and about ten per cent. of the land reported on was employed in raising pure-bred seed for distribution among the farmers and the pupils.

In reply to a question as to whether a school could conduct its agricultural instruction without a school farm, of 104 schools which answered and had land, 39 replied "yes", and 65 replied "no".

Home Projects.

Seventy-four of 156 schools replying to such a question, reported that their students were engaged in doing home project work covering almost every phase of farming and gardening. In handling the home projects the great difficulty seems to be that the instructors have such a big territory and such a large number of pupils that it is impossible for them to get around to the home projects often enough to supervise the work properly.

Attention is called to the fact that at least one-third of the high school students studying agriculture in the United States are girls. In many of the agricultural classes visited, the number of girls exceeded the number of boys. This was explained as being due to the fact that the girls wished to teach in the rural districts and would have to pass an examination in agriculture. To the investigator this suggested the need for a modification of the methods of teaching agriculture and the use of the school land and the home project.

The results of this investigation, which are printed

in Department Bulletin 213, "The Use of Land in Teaching Agriculture in Secondary Schools", are summarized as follows:

The principal facts developed by this investigation were that in the New England States the majority of the pupils are living at home and have easy access to the school, that the school farms are small, and that the home project is more or less closely supervised, also that the majority of the agricultural instructors are of the opinion that they could easily get along without the school farm.

In the North Central States the school farms are small, the pupils are drawn from greater distances than those in the New England States, and they have not as good means of transportation. It is also evident that there are a large number of boys from towns and cities, and of girls desiring to become teachers, in the classes studying agriculture.

In Minnesota the agricultural instructor has not only to teach but to do extension work, with the result that he has more than he can properly care for. The part that he would like most to neglect is the school farm. Wherever the home project has become a part of his method of teaching agriculture he has not had the time properly to supervise or to work out the details. For these two parts of the country the reasons given for the desire to do away with the school farm are not educational but pertain to the management of a farm of economical size. Since the primary purpose of the school farm is educational, this should not count in making a decision. The question that should decide is whether the school farm could be used to make the agricultural workers of that community more efficient, or whether some other method could be devised to take the place of the school farm, as, for example, the home project.

In the South the majority of the schools have a boarding department and a large farm, so that the agricultural pupils have a better opportunity to participate in the farm operations, and home projects have not been developed; but even in these schools, where the pupils carry on the farm operations under the direct supervision of the agricultural instructor, it would seem that not enough attention has been paid to making the pupils efficient in the ordinary farm operations and too much attention has been given to getting the farm work done. Thus, the use of land in agricultural teaching presents three different and distinct problems which have no common ground for working out their solution.

The returns indicated that some of the things that could be used most extensively by all the schools having farms are the distribution of pure-bred seed, the introduction of new varieties of plants, fruits, and shrubs, and the extending of the services of pure-bred animals in the community.—Bulletin from U. S. Department of Agriculture.

HOW TO IMPROVE THE TEACHER IN SERVICE

By E. C. Brooks, Professor of Education, Trinity College, Durham.

The work of the normal schools and the professional schools of the colleges of the State has been confined almost exclusively to training inexperienced men and women to become teachers and school officers. The summer courses offered by these institutions are the notable exceptions to the above general statement, and the exceptions prove the need of a more direct method of reaching the teachers in service. Suppose we draw two maps of North Carolina. In the first one I shall locate eight counties—Wake, Durham, Orange, Guilford, Pitt, Alamance, Watauga, and Jackson—from which the professional training of white teachers must radiate to every school in North Carolina. In the second map I shall locate these same counties and in addition I shall locate a centre in each county. The influence from the eight larger centres should be gathered into the county centers there to be multiplied and adapted and from thence to radiate to every school in the county.

The first map would represent, as graphically as we can make it, what exists now; the second would represent what, I think, should exist. I believe the first essential, therefore, is to build up a county unit, a kind of electrical transformer, and I shall discuss the four lines which, in my opinion, we must follow in order to perfect this county unit for promoting the professional development of the teachers now in service.

I—A New Method of Certificating Teachers and a Better Use of the Institution.

In the October number of Education I outlined a plan for certificating teachers and made some suggestions that, in my opinion, would improve the work of the summer institutes. I quote from that article:

"The law requires each county to hold an institution biennially and the teachers to be certificated biennially. The officers of the institute are the county superintendent and two institute conductors. It would be a simple matter, therefore, to have these officers of the institute changed into an examining board, with full power to re-license all teachers in the county. The State Department should have supervision over the entire work of this board as it has today. Then, it would hardly be necessary to enforce attendance upon institutes. Furthermore, after a teacher has received a first grade certificate she could not be required to stand on the same public school studies two years hence; but a progressive source should be outlined, and it should be a part of the institute conductors' duties to outline this course for the approaching year and to examine the teachers on the course of the preceding year. In this way the Teachers' Reading Course will be of great advantage to all the teachers in the State," and can be made a part of the professional training of every teacher in service. This plan could be enforced with but little change in the present law and with no additional expense to the State and the State Department of Education could perfect an organization that would connect these institutes with his office and thereby give it complete supervision over both the certification of teachers and the work of the institutes.

II—A More Effective Reading Course and the Use of the Rural Libraries.

The rural libraries should form the basis of a better reading course. As it happens now, the reading course takes one direction and the rural libraries another. Some teachers are following the one and using the latter, but we have no way of measuring the efficiency of either. In fact, we have no accurate knowledge of the extent to which the libraries are used in a single county. Before children can be directed in their reading, the teachers must read. There are more than 2,000 rural libraries in North Carolina and if every teacher in the State, who has access to one of these libraries, knew the contents of these books, or even knew what they are about, how much material would the teacher have at hand for increasing the life of the school! I believe that the normal schools could not do better than to give a course of reading in the books of the rural libraries.

I recently had the teachers of Durham County send me a catalogue of all the books in each library. I went through each list and picked out certain books that were found in each library and made up a list of books for the teachers to read in connection with the books adopted in the reading circle list and then gave the teachers the following suggestions: "We have heard from enough of the libraries to arrange a tentative outline for the teachers. Three groups of subjects are made: (1) biography, (2) literature, and (3) nature. In addition to the regular reading circle books the teachers should select one book from each of these lists; or a total of three books. The three groups are as follows:

"I.—Biography: 1. Pratt—Story of Columbus. 2. Otis—Life of John Paul Jones. 3. Hartley—Daniel Boone. 4. Sims—Life of Captain John Smith.

"II.—1. Ramee—A Dog of Flanders. 2. Page—Two Little Confederates. 3. Martin—Emmy Lou. 4. Kingsley—Westward Ho!

"III.—Nature: 1. Buckley—Fairy Land of Science. 2. Andrews—Stories Mother Nature Told Her Children. 3. Clow and Chase—Little Lucy's Wonderful Glode. 4. Davis—Productive Farming.

"Each of these books is in a number of libraries. Therefore, teachers may make up a list from the library in the school. We have called attention to the necessity of organizing local clubs for study, entertainment, and professional advancement. These three books should be discussed in the clubs. The purposes of study is threefold:

"1. The teachers should become thoroughly familiar with the contents of these books.

"2. The teacher should use the knowledge derived from them in the class-room.

"3. The subject matter should be related to subjects that the children are studying. The biography should be related to the history; the literature, to the literature of the grades; and the nature, to the nature, geography, or agriculture of the grades.

"If the teacher can select three other books from which they can derive more interest than from any suggested above they should not hesitate to select them and notify me. All teachers should be ready to report on this subject and show progress by the next meeting in November."

This is one attempt to make the rural library the basis of a reading course for teachers in service. But it will take very careful supervision to work it out successfully and grade it so that we shall have a progressive course. The course that is worked out this year will be our first year reading course and a second year reading course will be worked out next year, and I am planning in this way to work out a four-year course.

III.—Teacher Training in the High School.

Another method of reaching the teachers already engaged in the work is through the high schools of the county. If there were at least one strong institution in every county where serious attention is paid to the professional development of the teachers, it might become the centre of the professional activity of the county. Frankly, I do not believe that much good has been derived so far from the visits of rural teachers to the city schools. The problem of administration, organization, and classroom methods of the city schools are so unlike those of the one- two- or even three-teachers rural school, and the values that a rural teacher might derive are so related in the city schools to these other complicated problems that only the very good teachers can abstract them, and those who are able to do this need these values the least. However, the city school might be made the teacher training centre of the county. But there should be in charge of this feature an expert whose business it is to abstract the general educational values and relate them to the needs of the county rather than to the needs of the city. But whether this teacher training institution is in the city school or the State high school, it matters little provided the professional course is thoroughly supervised. The certification of teachers and the reading course could be so related to this institution that its work would be to raise the scholarship of teachers in service and prepare candidates for the profession. It would be the centre from which radiate the progressive influences of the county. The county associations are now doing a good work. But how much more good could they do if it was the business of some institution of the county to direct them. And this brings me to the fourth division of this subject.

IV.—Better Supervision.

I have outlined the ways of connecting teachers of the county with some definite professional training. But in either case it will take closer supervision. Teachers need constant directions. At present they are too isolated. They are not consciously a part of a real developing force, and they must become conscious of it through better supervision. This may be given through assistant county superintendents, and I need mention only the works of Miss Edith Royster, of Wake, and Miss Mary Owen Graham, of Mecklenburg. It may be given by primary supervisions. We have several supervisions in the State who are worth more to their respective counties than the public is aware of. It may be given by teachers of education in the normal schools and colleges of the State. It may be given by city superintendents and city school teachers in nearly every county in the State; and it may be given in the State high school. We have almost machinery enough now without any

very great additional cost to the State to do the work if we would unify it and make it work in harmony and in a co-operative spirit. Some of these forces are working with the teachers, some are not. I wish I had space here to outline the courses offered for teachers by the State High School at Nebo, in McDowell County and the club work of the teachers in such counties as Johnston and Durham. These clubs are organized for the professional advancement of the teachers. Here is a unique piece of work by Miss Mary Shotwell of Granville County. She says of the pupils' reading circle (observe that it is a **pupils'** course) that she has organized:

"The purpose of the Pupils' Reading Circle is to secure the careful reading of a number of good books at an age when the tastes and habits of the children are formed. Teachers and school officials should co-operate to substitute good books for the trashy and vicious matter which too frequently falls into the hands of the boy and girl whose reading receives no direction. The only way to create a taste for good literature is to see to it that the right books are placed in the hands of the children.

"To this extent there will be given at the next County Commencement a certificate to every boy and girl who satisfies his teacher that he has read six books in this year's reading course. The teacher must give some form of oral test to each child so as to determine whether or not he has read the book intelligently.

"If there is no library in your school, secure, through a well planned entertainment, an ice cream social or some other method, as much as \$10 and in this way a \$30 library can be secured for your school.

"Forty-six diplomas or certificates were presented at the last County Commencement in Greenville and most of them were given to pupils from the smaller schools."

This is only one of the many things that a supervisor can do to improve the schools of a county. It implies indirectly that the teachers must do some reading outside of the regular text-books in use in school.

As the county work develops, the county superintendent must of necessity become more and more a business manager, unless the chairman or some other member of the county board takes the business administration in hand. In any case there must be a business administration and a professional administration. It is rare that the two are combined in one man. We have made more progress in business administration than in professional administration. It is easier today to vote taxes and issue bonds for a handsome building than it is to secure good teachers. Therefore, it is especially necessary that we emphasize professional administration.

We are too bent on perfecting machinery, increasing machinery, and in inventing new machinery. Machinery, of course, is necessary, but it cannot ever take the place of spiritual forces. And spiritual forces are after all individual forces, and the best machinery for human progress is a combination of individual forces working in harmony. It is the spiritual force of a county that we wish to unify and to direct, and I have attempted to show how these forces may be employed now without increasing very much the machinery already in use.

PHYSICAL TRAINING FOR THE FOURTH, FIFTH, AND SIXTH GRADES

By Horace Sebring, Physical Director, Y. M. C. A., Winston-Salem, N. C.

In these various drills designed for school work, the object has been to make the first drill for each grade a fundamental of the various positions that are assumed in later drills and positions from which the various movements are executed. For instance, in First Grade Drill No. 1, one of the first positions taken was with the hands on hips, with feet together at "attention". This is a very simple position, but it is a position from which many movements may be performed in later drills.

The teacher should give particular attention to these various positions; should see that good form is emphasized, and should pay particular attention to the position of the head and chest. Even in so simple a position as placing the hands on the hips, many will assume the wrong method and will place the hands with the thumbs forward. The proper position is with the thumbs pointing backward and placed back near the spine, so that the chest is forced outward.

The correct position of the chest may be easily learned by the pupil, if the teacher will suggest that they try to thrust the breast-bone or sternum far out in front. By doing so, the pupil will unconsciously assume the correct position of chest, shoulders and chin.

A slight progression will be noted in the first drill for each grade. There is, of course, little difference in the ages and the adaptability of the middle grade children, so that the fourth, fifth and sixth grade drills will be found very similar.

Fourth Grade Drill No. 1.

Positions of Upper Extremities.

- | | |
|-------------------|-----------------------------|
| 1. Class stand. | 9. Arms side, horizontal. |
| 2. Attention. | 10. Attention. |
| 3. Hands on hips. | 11. Arms front, horizontal. |
| 4. Attention. | al. |
| 5. Head Clasp. | 12. Attention. |
| 6. Attention. | 13. Arms vertical. |
| 7. Neck Clasp. | 14. Attention. |
| 8. Attention. | |

Positions of Lower Extremities.

15. With hands on hips—toe touch forward with left foot—return.
16. Same position—with right foot forward—return.
17. Same position—toe touch backward with left foot—return.
18. Same position—with right foot backward—return.
19. With hands on hips—toe touch sideward with left—return.
20. With hands on hips—toe touch sideward with right—return.
21. With hands on hips—forward cross toe touch with left—return.
22. With hands on hips—forward cross toe touch with right—return.
23. With hands on hips—rear cross toe touch with left—return.
24. With hands on hips—rear cross toe touch with right—return.
25. Breathing exercises—raising arms from position at sides to overhead and return.

Fifth Grade Drill No. 1.

Positions of Upper Extremities.

- | | |
|-------------------|-----------------------------|
| 1. Class stand. | 9. Arms side, horizontal. |
| 2. Attention. | 10. Attention. |
| 3. Hands on hips. | 11. Arms front, horizontal. |
| 4. Attention. | al. |
| 5. Head Clasp. | 12. Attention. |
| 6. Attention. | 13. Arms vertical. |
| 7. Neck Clasp. | 14. Attention. |
| 8. Attention. | |

Positions of Lower Extremities.

15. With hands on hips—toe touch forward with left foot—return.
16. Same position—with right foot forward—return.
17. Same position—toe touch backward with left foot—return.
18. Same position—with right foot backward—return.
19. With hands on hips—toe touch sideward with left—return.
20. With hands on hips—toe touch sideward with right—return.
21. With hands on hips—forward cross toe touch with left—return.
22. With hands on hips—forward cross toe touch with right—return.
23. With hands on hips—rear cross toe touch with left—return.
24. With hands on hips—rear cross toe touch with right—return.
25. With hands on hips—charge forward with left foot—return.
26. Same position—charge forward with right—return.
27. Breathing exercises—raising arms from sides to overhead—return.

Sixth Grade Drill No. 1.

Positions of Upper Extremities.

- | | |
|-------------------|-----------------------------|
| 1. Class Stand. | 9. Arms side, horizontal. |
| 2. Attention. | 10. Attention. |
| 3. Hands on hips. | 11. Arms front, horizontal. |
| 4. Attention. | al. |
| 5. Head Clasp. | 12. Attention. |
| 6. Attention. | 13. Arms vertical. |
| 7. Neck Clasp. | 14. Attention. |
| 8. Attention. | |
15. Hands on hips—head lowering forward—return.
 16. Hands on hips—trunk lowering forward—return.
 17. Arms at sides, arms swings forward—return.
 18. Arms at sides, arms swings sideward—return.
 19. Breathing exercises—raising arms from position at sides to overhead.
 20. Hands on hips—toe touch forward with left foot—return.
 21. Same position—toe touch forward with right foot—return.
 22. Same position—alternate left and right foot—return.
 23. Breathing exercises as above.

To Leader of Class:—See that all above positions are taken in correct form so as to secure the maximum hygienic and corrective effect.

HISTORY STORIES FOR GRAMMAR GRADES

BUILDING OUR FIRST NAVY.

By E. C. Brooks.

When George Washington was President of the United States there was no international honor on the high seas. Commerce was carried on on the low plane of piracy and our commerce was harassed by the depredations of the English, the French, the Spanish, the Dutch and the Algerians. Nowhere were the American ships safe except in American harbors, and even there they were barely free from the depredations of the English. The lot of the American seaman was indeed a hard one and American commerce developed exceedingly slowly. Such a state of affairs existed throughout Washington's first administration. At the beginning of his second term the inhabitants along the coast were clamoring for war and the trading towns of New England were organizing into military companies and the first campaign for "preparedness" was begun. However, the real enemies of America were on the high seas where land forces could be of no value. America had no navy and the Government had believed that our isolation was our chief defense. But America could not remain isolated and at the same time become a factor in the commerce of the world.

In March, 1794, Congress was warned that the American people, especially those who were directly interested in commerce, was ready for war. Congress became very much alarmed and began to put the country in a state of defense, and a naval program was inaugurated. The immediate cause of the framing of the navy bill was the depredations committed on our commerce by Algerian pirates. The time had never been when it was safe for an American vessel flying the American flag to enter the Mediterranean Sea. The one nation of whom these pirates had a real fear was England, and it was under English passes, forged or purchased, that most of the American ships sailed when they entered the Mediterranean Sea.

The Algerian pirates, of course, could not read English. Therefore, the passes were written on a sheet of parchment ornamented round the margin with figures and curves, and it was the character of the figures and the dimensions of the curves that determined in the eyes of the Algerians, whether the pass was a genuine English pass. It was the custom of the Algerian officers to board each vessel that came past the coast of Spain, demand by signs the parchment, take from the folds of his garment a curiously notched stick, and apply it to the border of the pass. If the notches fitted the curves of the border, the pass was, in his eyes, a good English pass. The ship, then, was declared an English one and suffered to sail on in peace.

American sailors had practised these deceptions for years. But the Government at Washington could not countenance such practices, and the nation was aroused. Every returning vessel brought some story from the high seas that kept the American mind inflamed. Thereupon, Congress decided that if Algiers would not make a treaty with America, a navy should be built that would make the pirates of Europe respected the American flag. But

money must be provided, and this was the occasion for creating The Ways and Means Committee of Congress, the most powerful committee today in Congress. It was estimated that \$136,000 would be a sufficient sum of money to raise. Think of building a navy on this sum! The bill provided further that, should peace be made with Algiers, the building of the ships should instantly cease.

All along the coast there was great rejoicing and men from all walks of life offered their services free to work on the fortifications along the coast. It is said that "Schoolmasters dismissed their scholars, judges adjourned their courts, fine gentlemen left their homes, and seizing pick or spade, axe or saw, went forth joyfully to throw up earthworks. Democratic societies, patriotic republicans, college students, patriotic grocers, sawyers and sailmakers, schoolmasters and lawyers gave their labor for a time. In the meantime the keel of three ships were laid. But within a few months after the passage of the naval bill, Algiers, through the intervention of England, made peace with America. There was genuine satisfaction throughout the country. The naval program was dropped; the workmen left their keels, the frames of the three vessels were abandoned, and this peace-loving nation went back to its daily work contented with victory.

Three years later, however, before John Adams had hardly been inaugurated as the second President, the American people became inflamed again. This time it was the French nation. Napoleon, like the Algerian pirates, wanted tribute. "Millions for defense, but not one cent for tribute," became the slogan of the American people, and a war party was again in evidence. Under this excitement the first frigate, "The United States," began three years before, and the first war vessel to be built under the Constitution, was completed. The vessel was launched at Southwork, near Philadelphia, and an immense crowd came out to see this ship, the whole American Navy, glide into the water.

The friends of the Government shouted for joy, but the opponents of the naval program scoffed and jeered and made fun of the ship. Foreign nations laughed at us, and Talleyrand, the French minister, declared that France had nothing to fear from a nation of debaters that had been trying for three years to build three frigates. But when the "United States" with its forty guns moved out into the bay, we had the beginning of the American navy.

This time, however, the people did not wait for Congress to act. They were indignant against France, and merchants made generous subscriptions for ships of war, women worked flags and banners. Along the Atlantic seaboard no town felt too poor to start a subscription to build and loan the government and armed ship. Newburyport proposed to build one; Boston two; and New York raised \$30,000 "within an hour" and all the large cities from Boston to Charleston, S. C., raised large subscriptions and the American people everywhere were drinking toasts to the "rising American navy."

"Soon the sloop-of-war *Deleware*, Stephen Decatur, Sr., commander, set sail, and soon he had captured a French privateersman. In this year (1798)

the American navy "numbered on paper six frigates, twelve sloops and six small vessels of war, a marine corps of 900 officers and men, and such vessels as, built by the subscription of public spirited men, were offered to the President for purchase

or loan. . In order to make the navy more efficient, however, the place of Secretary of the Navy was created and the affairs of the navy was no longer administered by the Secretary of War. And such was the beginning of the American navy.

SUGGESTED CORRELATIONS FOR JANUARY

By C. H. Lane, Chief Specialist in Agricultural Education, U. S. Department of Agriculture.

The purpose of the material given below is to suggest some ways and means by which the public school teacher may utilize home projects in correlating agriculture and farm problems with the rural school work:

Practical and Field Exercises.—Those who have a home or club project in poultry should now separate with care the breeding fowls and give them ample room and suitable food. The testing of eggs and care of the market eggs are important from now on. (See Farmers' Bul. 562.) Each pupil should decide on what club work or home projects he is to take up during the coming season.

If it is advantageous in your district to haul the fertilizer in winter, take up that matter with each club member. Visit local factories and warehouses which deal with agricultural material of any sort.

Language Lessons.—Stories of winter operations, trips, and pleasure offer much opportunity for oral and written work. The snow and ice quicken local industries and provide new sports. Letters to obtain seed catalogues should be written this month. The pupils of this group should write about feeding cows or poultry, winter birds in the orchard, also reports on trips and observations. Write for State and Federal publications on the topics related to the club work of the coming spring.

Reading and Spelling.—Use supplementary readings which are seasonal. Selections suggested as samples are Winter Time—Stevenson; Essay on Roast Pig—Lamb; The Forest Song—Venable; Winter—Lowell; Woodman, Spare That Tree—Morris; The Home Song—Longfellow.

Also select readings from Farmers' Buls. 173 and 358, A Primer of Forestry, in two parts; 363, The Use of Milk as Food; 594, Shipping Eggs by Parcel Post.

Misspelling, mispronunciation, and misuse of Agricultural terms often arise from the same cause. Teach the spelling, pronounciation, and proper use of each word used and drill until the pupils acquire confidence in using them.

Arithmetic.—Use the records from milk testing combined with records of milk production and compute total yield of butter fat, money value, and estimated profit. Where feed records are available, obtain exact profit over cost of feed. Make similar computations from egg records and poultry feed accounts. Consult census or Yearbook records for comparison with local productions and also for further problems. Compute fertilizer needed on club fields and gardens. Find the volume and capacity in tons of ice houses. Measure logs, lumber, and woodpiles, and base problem on these figures. Use local prices and compute value of each. Have each club member keep accurate accounts. (See Farmers' Bul. 582.)

Geography.—Look up the origin and present source of various fertilizer ingredients, and con-

sider which ones might be replaced by better farm practice. Compare dairy records of the State and various other States and nations as printed in farm papers. Have maps made of the home farms, and on them locate the pupils' own fields and each of the crops for the coming season as fast as they are decided. Locate by color or shading the different soils. The United States Department of Agriculture has issued soil surveys of many counties and some States have issued others. Obtain one for the county, if possible. Study the lumber industry of the section and the State, national forestry work, kinds of native woods, and imported lumber. What part does ice take in modern dairy farming? In storing and transporting produce? How does the South get its ice?

History.—Trace the development of the lumber industry in the State; the growth of the movement against deforestation and related conservation movements. Explain why early wasteful methods were used. Refer to great historical forests. Inquire into the history of the section regarding fertilizers and concentrated feedstuffs. What crops are now sold to buy these, and does it pay? Look up in State and local histories and stories the winter experiences of pioneer days and find how self-supporting the farm was. What modern methods are improvements? Are any of them reverse?

Drawings.—Sketch farm animals which are involved in pupils' projects. Winter tree forms make good studies and lead to a better acquaintance with the trees of the district. Arrange these for future reference. Have some pupils sketch the tools used in some of the work inspected this month, as lumbering or ice-cutting tools.

Physiology.—Develop the following topics: Disease and emergencies which are more common at this season; tuberculosis as a preventable disease, milk from tuberculous cows; milk and cream as absorbents and carriers of disease; prevention of epidemics; the laws of the State and the local health board rules. See Farmers' Buls. 363, The Use of Milk as Food; 473, Tuberculosis; 490, Bacteria in Milk; 602, The Production of Clean Milk.

Manual Training.—Make egg testers and corn-testing apparatus ready for next month. Make models of stables, poultry houses, and sleeping rooms arranged for proper ventilation. Have girls cook and serve various apple dishes. Make bird houses. (See Farmers' Buls. 609 and 621.)

SAVE MONEY ON YOUR MAGAZINES.

Every reader of *North Carolina Education* is urged to take advantage at once of the money-saving magazine club rates on page 2. If you have omitted to renew your favorite magazines, attend to it now. The advertisement is not expected to appear again this season.

SCHOOL ADMINISTRATION

A SYSTEM OF GRADING AND PROMOTION

Holland Holton, Principal of the West Durham School.

We had four years ago an elementary course of study graded to prepare the child for the high school in six years. Sometimes the child came through according to schedule; just as frequently he did not: he might spend two years in the first grade, as about thirty per cent of the first grade children did; or he might repeat some other grade; or he might stop a year or two to work and grow, and then come back and nominally complete the course in six years. If he completed the course in six consecutive years, he had one chance in two of surviving the first and second years of the high school.

If he survived, he probably became an excellent third and fourth year pupil; the pace was good for him if he could stand it. But the outstanding fact was that with a six-year course of study the average child required seven years to complete the elementary school. We have accordingly worked toward a plan by which a child may be promoted with his section from year to year, or within the year, and complete the primary and grammar work in six, seven, or eight years. Of course individual pupils may go more rapidly or more slowly than the regular sections.

The Reading Course.

The following is the complete reading course, including, as will be observed, some of the elementary science and history:

C—First Grade.

1. Reading from blackboard, four weeks.
2. Haliburton Primer (16 weeks).

B—First Grade.

3. Progressive Road to Reading, I (4 weeks).
(Child Life, I., used with slower classes that after reviewing the preceding texts are still not ready for Graded Classics, I.)
4. Graded Classics, I (6 weeks).

A—First Grade.

5. Hiawatha Primer (6 weeks).
(New Education Readers, I, II, are in the hands of the teachers throughout the year for drill work.)

C—Second Grade.

6. In Fableland (5 weeks).

B—Second Grade.

7. Progressive Road to Reading, II (8 weeks).
Child Life, II, as Child Life, I, above.)

A—Second Grade.

8. Graded Classics, II (10 weeks).
9. Baldwin's Robinson Crusoe (10 weeks).

C—Third Grade.

10. Big People and Little People of Other Lands (5 weeks).
11. Fifty Famous Stories Retold (8 weeks).

B—Third Grade.

12. Progressive Road to Reading, III (5 weeks).
13. Graded Classics, III (6 weeks).

A—Third Grade.

14. Fee and Tressshwell Reading-Literature, III (6 weeks).

C—Fourth Grade.

15. Old Stories of the East (9 weeks).
16. Adventures of Pinocchio (8 weeks).

B—Fourth Grade.

17. Graded Classics, IV (16 weeks).

A—Fourth Grade.

18. Baker and Carpenter's Fourth Year Language Reader (20 weeks).

C—Fifth Grade.

19. Heart of Oak Books, IV (16 weeks).

B—Fifth Grade.

20. Baker and Carpenter's Fifth Year Language Reader (18 weeks).

A—Fifth Grade.

21. Ritchie-Caldwell Primers of Hygiene and Sanitation (16 weeks).

B—Sixth Grade.

22. Longfellow's Hiawatha (18 weeks).
23. Heart of Oak Books, V (16 weeks).

A—Sixth Grade.

24. Chandler and Chitwood's Makers of American History (15 weeks).

B—Seventh Grade.

25. Longfellow's Children's Hour and Other Poems (6 weeks).
26. Longfellow's Courtship of Miles Standish (6 weeks).
27. Longfellow's Evangeline (6 weeks).
28. Brook's Story of Cotton (16 weeks).

How Students Are Promoted.

Work in the other subjects of course corresponds with the work in reading, and certain minimum amounts of material in other subjects must be done with every unit of reading. All pupils completing one of the indicated units of work receive a promotion card to that effect upon completing the last text of the unit, instead of merely receiving promotion at the end of the year. These promotions are of course more rapidly won by bright classes than by slower sections; the time allowances suggested above are for the slower classes, and would involve the devotion of nearly eight years to the elementary course. In fact a study of the course as outlined will reveal the fact that the amount of work included between successive "C" grades is in each case approximately one-eighth of the entire course. The amount of work included between successive "B" grades is in each case approximately one-seventh of the elementary course, while the amount included between successive "A" grades is intended to represent one-sixth of the course. As just said,

arithmetic, geography, language, spelling, etc., correspond to the reading course in general outline.

It is interesting to watch the varying rates of progress of different pupils, and of even the same pupils, through the course. We have this year an average attendance of one hundred and ninety first grade children, divided into thirteen reading sections. Of these about ninety are six-year-old children in school for the first time, twenty are seven-year-old children in school for their first year, ten or fifteen are exceedingly slow children who made practically no progress last year, and the remainder are children who from irregular attendance or slow development failed to do an average year's work (although they are in no sense "repeaters," for at the beginning of this year they had from two to six months of good work to their credit). Of the hundred and ninety, about fifty, including many of the irregular attendants of last year, about an equal number of older children just entering, and about one in six of the younger beginners, will enter the A Second work, without change of teachers, before the end of the year. About ten will remain in the C First; twenty will reach only the B First; twenty or twenty-five will go in the C First; the C Second and B Second will divide the remainder at the beginning of next year. But in the second year prob-

ably one-half of the pupils in this last group will overtake and for a time join one of the three A Second sections. So it goes; one group of pupils, or a single pupil, advances rapidly at one point; another, at another; but practically all are advancing and are made to realize the fact in every way possible.

It will be observed that the readers used are not graded altogether according to difficulty. In at least three instances books of notably less difficulty than the texts immediately preceding are introduced. This is done not only to encourage the child by enabling him to feel his own progress, but also to enable the teacher to devote more time to drill in expression rather than to mere word-getting and to give more time for content work, dramatization, and story-telling from the text. When a class is bright enough to obtain a sufficient degree of these kinds of training without going through the easier texts, it occasionally omits one of them, thereby advancing according to ability rather than text-matter covered. Especially is this permitted where a class is also advancing rapidly in the other branches of the course. More frequently still, exceptional pupils are allowed to read more rapidly or omit certain texts and thus advance according to their peculiar ability.

School Room Methods and Devices.

THE COURTSHIP OF MILES STANDISH.

(To be told to the children.)

(A language story for the third or fourth grade. This story should be first told by the teacher, then retold by the pupils.)

Captain Miles Standish was one of the Pilgrims who came over in the Mayflower. He had a beautiful wife name Rose, but she was a delicate woman, and could not endure the hardships of the new country, and soon died.

This was a great blow to Captain Standish, and he was very lonely in his home. He grew more lonely as the years went on. He wanted some one to share his home with him and to keep his house for him.

Now there was in the colony a fair young Pilgrim girl, named Priscilla Mullins. She, too, was lonely, for her father, mother, and only brother had died since coming to the new country. Captain Standish often looked at Priscilla as she walked along the street, or sat in the church, and thought that she would make him a good wife.

There was also in the colony a young man named John Alden. He was a scholar and a gentleman, and spent much of his time reading, writing and thinking. He was a soldier and served under Captain Standish, with whom he was great friends. He also made his home with Captain Standish.

Captain Standish made up his mind to make Priscilla his wife, but as he was not much of a talker, he sent John to ask Priscilla to be his wife.

Now this was a very hard duty for John Alden to perform, for he also loved Priscilla Mullins, and wanted her for his wife. But he had always obeyed his Captain, and he set out for Priscilla's cabin.

When he arrived there he told Priscilla that the great Captain of Plymouth wanted her for his wife. He told her what a great match it would be for her, and how all the ladies would look up to her.

Priscilla asked him why the great Captain had not come to ask for himself. John Alden tried to explain this as best he could, but had little heart to plead for the Captain.

Priscilla, who thought that she knew the reason why, laughingly said, "Why don't you speak for yourself, John?"

And then we may be sure that John did speak for himself, for he and Priscilla were married not very long afterward.

Captain Standish was very angry at John Alden at first, because he thought that John had betrayed their friendship, but he got over it in time, and was a guest at the wedding.—School News and Practical Educator.



A POEM FOR CLASS STUDY.

(Write the following poem on the board or dictate it to the children to be copied. Read it over with them.)

The Time Shall Come.

The time shall come when man shall hold
His brother more dear than sordid gold,
When the fierce and false alike shall fall,
And merey and truth encircle all.
Toil, brothers, toil, till the world is free,
Till merey and truth holds jubilee.
The time shall come when the weaver's hand
Shall hunger no more in their fatherland;
When the factory child can sleep till day
And smile when it dreams of sport or play.

The time shall come when the earth shall be
A garden of joy from sea to sea;
When the slaughterous sword is drawn no more,
And Goodness exults from shore to shore.
Toil, brothers, toil, till the world is free,
Till goodness shall hold high jubilee.

—Thomas Cowper.

(After reading the poem until the children seem to understand it, question them about the sentiment in the first four lines. What is the meaning of the fifth and sixth lines? Are there any efforts today to make true the ninth and tenth lines? Do people really desire "the slaughterous sword" to be drawn no more "and goodness exults from shore to shore"? How can these things be accomplished?)

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A GOOD HISTORY LESSON.

By Emma Foushee.

I think one of the best recitations I have conducted this year was a Thanksgiving history lesson. All the children were interested.

I told them to bring any illustrations of the Pilgrims, the Mayflower, etc., they could find. These we pinned on the board and referred to during the lesson. We discussed the Pilgrims and how they were treated in England. Then we took up their life in Holland and their reasons for coming to America. We traced their route on the map. Next we took up their life in America and the celebration of the first Thanksgiving day. I had some to read paragraphs from the history and others to read compositions they had written. The lesson ended with the reading of a Thanksgiving story based on colonial days.

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NATURE-STUDY BOOKLETS.

In our Nature Study we are making booklets for each division to be studied, as Weeds, Animals, Birds, Grains, etc. We fold large sheets of drawing paper and fasten them with narrow cord of ribbon, making one booklet for each division. For weeds we print "Weeds" in large letters and make a colored sketch of some well-known weed on the cover. On each right-hand page we draw the weed to be studied, and on the left page is written the description.—Normal Instructor.

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KEEP THE SCHOOL PREMISES SANITARY.

Many of our school houses and school yards are not kept as clean as they should be. Why teach hygiene and sanitation in our schools and then not practice it? Our schools should be made a model for the entire district, and it is the plain duty of our teachers and committees to have our school buildings and yards kept neat and clean.

If you have any doubt about how this should be done call on or send for our county health officer and he will take pleasure in telling you what to do and how to do it.

Our teachers and school committees will please remember that our school premises must be kept in a better condition.

A community club should be organized without delay in every school in the county. These clubs should require the school room to be kept neat and clean, and the school grounds to be cleaned up and made presentable to the tasteful observer. Our

schools should be kept in as good condition as our best homes. In fact the school should be made a model for the homes of the community. The county superintendent and the county health officer will visit all the schools from time to time and carefully examine them, and grade them as to sanitation and neatness. All schools will be given thirty days to clean up and get ready. The rating will be published.

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TEACHERS SHOULD KEEP A PLAN BOOK.

Every teacher should have a plan book. Now, what is a plan book? Simply this: A five-cent tablet in which a plan of the work is kept. That is simple enough, but many teachers keep very little records and show less foresight in preparing a week's work or a month's work. Every teacher should have a plan book, in which some definite school plans are kept. Poems to be read to, or memorized by, the children; references to history stories or parallel literature; types of nature study, such as seed germination; special stories to tell the children. These and many other things the teacher can record for future use and forecast the week's work in order that there may be some definite plan and purpose in the work.

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EXERCISE FOR PRINCIPALS AND TEACHERS TO PERFORM WITH THEIR CLASSES.

1. Power of soils to absorb rainfall. Arrange apparatus as shown on page 61 of text. Take your quart bottles of same length without bottoms. Tie a piece of cloth over mouth, invert in frame over pans to catch water. Fill one with loam, one with clay, one with gravel, and one with sand. Pour water into each one and with watch see how long it takes water to commence dripping from each one. Which one will take in rainfall most rapidly?

2. Take same bottle, with same kind of soils in each. Set in water, see which soils takes up water most rapidly. Also note in which soil the water rises the highest. Which would stand most dry weather?

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AN AID TO LETTER-WRITING.

I have found our Friday afternoon letter-box a very helpful and judicious key to letter-writing among primary children.

We take all the time we need for writing the letters, postals, and arranging the second-class matter.

It is understood that I am to read all the writing and make necessary and helpful suggestions and corrections upon all matter previous to its being placed in the box.

My desk is the post-office. Sometimes I serve as postmistress; at other times we appoint some one, usually one of the boys. The mail is taken from the box and given to the postmen.—Primary Education.

Smile awhile,
And while you smile, another smiles,
And soon there's miles and miles of smiles,
And life's worth while,
Because you smile.—Anonymous.

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Durham will put \$75,000 in new buildings and play grounds for the children.

Transportation of pupils is gradually on the increase. That means that the large consolidated schools are on the increase.

It is interesting to see how the schools are building homes for teachers. The boarding question has become such a problem that every school should think seriously of the matter. The best solution seems to be a home for teachers near every school.

If you would like to know how much enthusiasm there is in the West, read the account of the commencement held in Avery County in December. Think of a great school commencement in December! And yet that is the proper time for some of the counties of the West.

Superintendent Massey, of Durham County, says the moonlight schools will continue as long as there is one student to attend. His report that the schools are now beginning to enlarge their course of study and that many are teaching adults geography, history and grammar is very interesting indeed.

This "trade at home" in selecting architects and buying school supplies is a short sighted business policy. School boards should secure the best architect wherever he may be found and buy school supplies where they may be found. School architecture is different from all other kinds and a good architect can save a town money in erecting the structure, and the health of the children in the distribution of light, heat, ventilation.

SEVEN WISE COUNSELS.

The circular letter of "Practical Suggestions for School Teachers" sent out by Superintendent R. N. Nisbet of Union County the first of December is full of wise counsel and constructive directions. Among the matters emphasized are the following:

(1) Agitate for local tax; (2) Encourage the Betterment Club—it is a wonder-working agency; (3) Plan your work carefully—nothing worthy is likely to be done without it; (4) Attend to your own culture and professional development—join the Reading Circle and subscribe to **North Carolina Education**; (5) Urge the boys to join the Corn Club; (6) Eliminate adult illiteracy; (7) Make this a record-breaking year in school attendance.

HOW TO IMPROVE THE TEACHER IN SERVICE.

We are publishing elsewhere an article on "How to Improve the Teacher in Service." The suggestions submitted are for the careful consideration of the school men of the State, and all thoughtful men and women should be giving some earnest thought to this very important subject. It is, of course, important to train and license new teachers. But the more important question is how to keep the teacher progressive, to keep fresh life into the community, and keep the community alive. Towns and rural districts are degenerating today, not because they have no school and not because there is not a college trained teacher at the head, but because the teachers are stagnant. How can we breathe new life into them?

ARE BOND ISSUES THE BEST BUSINESS POLICY?

We have erected the most of our public school buildings by bond issues, and that was the best way, perhaps, to build at that time. Most all new business have to mortgage the future. But we are no longer a new business, and we should change our business methods. Every city in North Carolina should have a special tax of one or two cents on the hundred dollar valuation to be known as a building fund and the amount raised from that fund should be put out on interest—annually until such a time as the school needs it for repairs or even for erecting a new building, and then the school will have the money at hand. This is good business, pay as you go; but make provision for emergencies and the natural growth of the school.

TEACHING POLITENESS.

I endeavor to develop manners and morals as well as a knowledge of books in my school. I have found it very beneficial and a great aid to discipline to do this. Always I endeavor to be as polite to my pupils as I would be to guests. I teach them to say "Thank you," "Excuse me," etc., at the proper time, even if it should be necessary during school hours. I have also taught my boys to step aside and allow the girls to come first to class. This I practice in all of my grades so that the boys in the chart class are quite as polite as those in the eighth

grade. On returning to their seats the boys again stand aside and allow the girls to pass first. This has developed in my boys a feeling of courtesy and gentleness for the girls and a respect for them that otherwise they would probably not have had.—Primary Plans and Normal Instructor.

CURRENT LITERATURE IN THE SCHOOLS.

Only the other day we heard of a high school in one of the medium sized towns of Wisconsin which did not provide its scholars with any form of current literature. Evidently the schoolmaster there believes in teaching about the dead past but has forgotten there is a living present. For a school of today not to set aside at least half an hour or an hour period each week for the discussion of current events, is a confession on the part of that school that it is far behind the times. Such magazines as the Literary Digest, Outlook, The World's Work, Popular Mechanics, The Scientific American, are what keep the pupil in touch with the present. The best in current literature should be in every school building.—Wisconsin Journal of Education.

[The regular price of the five excellent magazines mentioned above when taken separately is \$13.50. By subscribing for them through **North Carolina Education**, Raleigh, N. C., you can get them all for \$11.75; or The Outlook (weekly), The Scientific American (weekly), and World's Work (monthly) for \$7.25, the regular price for the three being \$9.00.]

ON "KETCHIN" COLD."

Essential Facts About Avoiding the Most Common Infection.

"We've all got bad colds at the house," is the common expression. The reason for the "we've all" and "at the house" is because colds are infectious. It is generally conceded that colds are of bacterial origin, but we don't know enough about cold bacteria as yet to make a serum treatment for colds or enough to make a very satisfactory vaccine to prevent them.

We do know, however, certain other definite facts of considerable practical value in preventing colds. Here are the essentials. Colds frequently result where there is a deformed or diseased nose or tonsils or where there are adenoids. Frequently the bacteria get a better or easier hold there than in the case of people with good noses and throats. Living and sleeping in the fresh air increases one's resistance against colds. Taking a cold sponge bath about the neck, arms and shoulders each morning also helps immensely. Constipation is very frequently an indirect cause of colds and should be strenuously guarded against. Over-eating, overheating, especially dry steam or stove heat in winter, and under exercising are potent causes of colds.

Last of all, one should avoid close association with other people having colds, coughs, or "grippe," or those who cough or sneeze without holding a handkerchief before their face. Keep a good bunch of fresh air between yourself and the cold victim and you will be much safer.

AFTERTHOUGHTS OF THE TEACHERS' ASSEMBLY.

By Washington Catlett.

Perhaps, the great gathering of the educational forces of the State for 1915 was one of the most successful in its history. Barring all intention of criticism, one who has been a member of the Teachers' Assembly since its beginning, and a County Superintendent for 15 years or more, may express a few thoughts from his point of view.

The County Superintendents met. There was a program. Reports were asked for and given. This might have been done in the home office with more accuracy, with statistics near at hand. There were no papers read by leaders, calling forth interesting discussion. It seemed to be a member,—an amputated member—separated from the great body of educators. The Superintendents were absolved from all legal obligation to remain, before the Teachers met, and probably ninety per cent. left for home. No one, perhaps, imagined that the County Superintendents were considered a negligible quantity in the State's educational problems, but it seems to me that they might be in session while the other departments are present, and that the evening sessions might be made general for the whole body to listen to lectures by experts, or to discuss the leading questions of the day.

Those who spoke at the evening sessions acquitted themselves handsomely and interested the audience. They were handicapped. The Raleigh Auditorium may be suitable for a hippodrome on a small scale or for a politician who likes to hear his own voice, but to have women address a mass meeting in it, is like putting a Marechal Niel rose in a bank of snow or singing a lullaby in a storm at sea. The same speaker who merely beat the air in the Auditorium was heard with much pleasure and profit before a smaller audience. There her voice was clear and resonant, sweet and musical.

The personnel of the High School principals and teachers inspired hope for greater results in the State. To see these young teachers bubbling over with enthusiasm, full of a splendid potential energy, made one wonder if they were sincere in their work, earnest in building a foundation for professional service and leadership, or were they using the schoolroom as a means to a selfish end. Were they giving half-hearted work in the schools for a few years and then spurning them for imaginary honors in other fields of action?

The meeting of old friends, the renewal of happy acquaintances, and the forming of new friendships are always delightful. The meeting of 1915 afforded all of these.

George Peabody College for Teachers has just completed arrangements to repeat during the coming winter quarter one of its most notable successes of the summer quarter, 1915. To that end, it will offer, through the co-operation and assistance of government bureaus, two important groups of special courses for Canning Club and Home Demonstration Agents in the South. These provisions are made in response to a demand from agents and co-operators in the South, growing out of the great success of the summer.

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

COURSE FOR 1915-1916.

LESSON IV.—GEOGRAPHY AND GEOGRAPHIC INFLUENCES

THE TEACHERS READING CIRCLE.

The Teachers should be so well acquainted with Brigham's Geographic Influence and Dodge and Kirchwey's "The Teaching of Geography" that it is useless to make further reference to it. The primary teachers should have a copy of each of Bryant's "How To Tell Stories to Children" and "Stories To Tell Children." I am referring all teachers of the Reading Circle this month to my article published on "How to Improve the Teacher in Service." The suggestions given in that article in the Reading Circle will be followed in the Spring. I expect to make up a list of books from the Rural Library to be used in the next few months.

READING IN "BRIGHAM'S GEOGRAPHIC INFLUENCES."

Chapter IV gives a good study of the Great Lakes region and the development of American commerce. The information given in this chapter is valuable to the teacher from two standpoints. (1) In the teaching of geography and (2) in the better understanding of the history of the great north-western territory. Observe the following questions:

1. In what way can you use this material in the teaching of geography?
2. How can you use this material in teaching the history of the French and Indian war?
3. Can you use this chapter in teaching the war of 1812?

Read the chapter very carefully. Let your student study with you.

The history story published in the November number of Education can be used on class in connection with this chapter.

A GEOGRAPHY LESSON BASED ON THE "TEACHING OF GEOGRAPHY."

The geography lesson the class and myself enjoyed most was an excursion to the river one beautiful afternoon to study hills, valley, and river from the book of Mother Nature. We first talked about the river, its direction, course, depth and its work.

We also found miniature harbors, capes, and lakes. We then visited an island.

The children were on the watch for any division of land or water. Our next subject was the characteristics of the valley, the steep hill on the one side and the gentle slope on the other.

The children seemed more interested than I had ever seen them on any subject. The time passed rapidly and we were all reluctant to return to the school room. I promised them another excursion the first warm afternoon.

The children always enjoy an outdoor recitation.

A GEOGRAPHY LESSON BASED ON GEOGRAPHIC INFLUENCES.

By Miss Beulah Breedlove.

As my nearest school was five miles away I saw it was impossible to organize with the other teachers in the club work. We selected from the library some books such as the Great Stone Face, Seven Little Sisters, and formed a reading circle among the older students and myself. We also took up some chapters of "Geographical Influences" of American history and brought them in connection with our geography and history lessons. The lesson that created more interest than any one we have had this year was a geography lesson given on a little mountain about a mile from the school.

We called it the Appalachian mountains, and all the children were eager to point out the plateaus and peaks and tell how they affected commerce.

We talked about the work of the glaciers and how they affected the soil.

After completing our lesson we returned, feeling that we had all been greatly benefited.

THE READING CIRCLE CLUB AT LEBANON.

By Annie Lee Holloway.

I am a member of the Teacher's Literary Club of South Lebanon and we meet at Shambly School twice a month. The second and fourth Friday.

The teachers in this club are as follows: Misses Eunice K. Stewart, Vera Leathers, Anna T. Newton, Maude Dodson and Annie Lee Holloway.

I have selected several books from our library to read for my own use. The members of our club have selected the Brigham's Geographic Influences and Dodge and Kirchwey's, The Teaching of Geography. We have studied and discussed these books in our club meetings.

The other books which we have selected for our use at the club meetings, are "The Life of Columbus," and the life and works of some famous poet. We also decided to study the "Indians," so I have selected "Legends of the Red Children."

The best lesson conducted by me this year was one in geography. The lesson was on South America and I found that the pupils did not seem to take the same interest in studying the continent of South America as in studying the Continent of North America. It seemed very difficult for them to become interested. Realizing the fact I at once decided to study both North America and South America together. I had the children to compare both these continents in size, surface, people, products, etc. They also learned how the people of these different continents depended on one another for products. The pupils became more interested in the study of South America and they also realized the close relation of these two continents.

THE VALUE OF TIME IN THE SCHOOL ROOM--SOME SUGGESTIONS AS TO ITS USE

By Superintendent M. L. Wright, of Edenton.

The question of industrial economy and the utilization of by-products in manufacturing has of recent years received considerable attention by the leaders of industry. The thought has often occurred to me in the form of a question, do we, as teachers, put forth the same efforts to take care of the idle moments of the child that the business man does in taking up the lost-motion and economic slack in his business.

In order to appreciate the necessity of utilizing the pupil's whole time, let us see if we can come to some sort of an agreement as to what is worth in dollars and cents. Let us notice the difference in the earning capacity of an absolutely illiterate man and the ordinary high school graduate. From the mere standpoint of book learning the high school graduate knows enough to make money, and so far as dollars and cents go can make about as much as the college graduate. It is pretty generally conceded that the illiterate man can do no more than make a living. The ordinary high school graduate should, during a lifetime, be able to make and enjoy and lay aside at least ten thousand dollars more than the illiterate man can earn. This is putting the difference very conservatively. So then we have a difference in earning capacity for a lifetime of ten thousand dollars. That is, the time the high school graduate spent in school is worth to him ten thousand dollars. The average high school student goes to school say eleven years of 180 days each, which makes in round numbers 2000 days. Dividing 2000 in to 10,000 we have the value per day of his schooling, which is \$5.00.

To take another view of it: the expectancy of a high school graduate at the age of 17 is 44 years. Averaging up for a lifetime he should certainly be able to earn at least a dollar per day more than the illiterate man. This would make his high school education worth to him \$13,772.00, or in other words, would make his time worth considerably more than five dollars per day. To put it on a thoroughly safe basis we will all agree again that the time of the average student in school is worth \$5.00 per day.

We, as teachers, can see at a glance that we are the guardian of a most precious treasure. We are financial agents of the first magnitude. We are bankers who should pay substantial dividends on this valuable time deposited with us.

How Time is Wasted.

Let us notice some of the ways time can be wasted in and about the school-house. First, to begin with in the morning the teacher will sit down and call the roll out aloud. The average pupil does not study while this roll is being called. I have actually heard this from the teacher: "Put up your books now while we have the roll call." Suppose now it takes three minutes to call the roll and there are thirty children in the room. We can easily see that 90 minutes of precious time has been lost.

Going back to our figures of \$5.00 per day and considering the average length of the school day we will find that the child's time is worth about two cents a minute. Calling the roll then costs

that room \$1.80. Would it not be better sometime during the day when the pupils are busy at seat work for the teacher to take her register and go to the back of the room where she will not attract the attention of the pupils and there silently call the roll and mark the absentees?

Again, here is a little fellow who comes in tardy. It is our duty to know why he is tardy. He may have a good excuse, he may have played by the wayside. Ordinarily I should say that we talk to a boy on such occasions two minutes. Where should this be done? If the teacher does it in her room the children do no work while it is going on. Thus with thirty children, sixty minutes are lost, totaling \$1.20. Would it not be better and cheaper for the principal to handle this case in the office and when he is through with the little fellow give him a ticket that will enter him into his room without disturbance. In this way only two minutes of the child's and two minutes of the principal's time is wasted. The time of even a well paid principal is much cheaper to the community than the time of a room of thirty pupils.

What is the Value in so Much Marching?

It is not my intention to go into a lengthy discussion of the many different ways and instances time can be saved in the school-room. Space would not allow and the patience of the reader would not permit. There is, however, one more instance to which I wish to call attention, and that is to the time wasted in forming line and marching in and out of the school-room by many of our schools. In the first place the thing is wrong in principle. If life were one thing and school another there might be some excuse for marching. But we don't march anywhere but at the school-house. We don't march into church. We don't march into the theatre. We don't march into the picture show. We don't march into the baseball park. In fact, where do we march but into the school-house? What we should teach is not how to march, but how to go into a crowded building with the crowd without pushing or stepping on our neighbors' toes or being rude, so that when we get out into life we will be, to some little extent, educated. What a pity we learn so many things in school we must forget and learn over after we get out of school! All this is due to the fact that we have been accustomed to look upon school as a separate thing for and within life itself.

Let us suppose that the average school has two recesses. Let us suppose that it takes two minutes at each recess to line up: a half minute to line up to come out of the building and a minute and a half to line up to come in—it usually takes longer than this. This would be four minutes per day for each pupil. Now suppose that this is in a village whose school has four hundred pupils, each consuming four minutes per day for marching during a term of nine months. According to our figures above it would cost the village a sum of \$5,760 for the privilege of having the children march in and out of the building.

If it were essential to teach children to march

it might still be worth considering the cost, but to spend that amount on teaching children to do something that they will never have to do after leaving school, and which does not add materially to their welfare while in school, is to say the least, a very expensive process.

The foreman in the factory who gets promoted is the man who can keep all of his crew at work. The banker who pays a dividend is the one who never lets a dollar lie idle, but keeps it at work. The man-

ufacturer who makes his business go is the one who takes care of the by-products, looks after the economic slack. The harvester that reaps the most grain is the one that takes a full through each time. We, as teachers, are custodians of time, the "stuff that life is made of", and are supposed to yield a dividend.

I often wonder if many failures of promotion is not due to the teacher's failure to utilize the time of the pupil while under her care.

News and Comment About Books

NOTES AND COMMENT.

A few more copies of North Carolina Poems (Edited by E. C. Brooks) remain on hand. Order now of North Carolina Education, Raleigh, N. C. Cloth, \$1.00; paper covers, 50 cents.

¶ ¶ ¶

Teachers of modern languages will be interested in the list of additions in German, French, and Spanish, which Ginn & Company (New York and Boston) have just made to their International Modern Language Series.

¶ ¶ ¶

Just from the presses of the Century Company comes "Questions on Readings in English Literature—A Student's Manual," of which Professor Maurice G. Fulton, of Davidson College is one of the three authors. It is designed "to make the study of representative selections in prose and poetry in English courses more intelligible to the student." It contains 118 pages and a literary map of England, and the price is 90 cents.

¶ ¶ ¶

The Harpers have just brought out (October, 1915) Dr. Russell H. Conwell's "Acres of Diamonds" in a book which contains, besides the lecture, a foreword of appreciation by John Wanamaker, the story of his life and achievements by Robert Shackleton and an autobiographical note. The lecture, it is said, has been delivered more than 5,000 times, and the receipts from it are accounted at \$4,000,000. What is the secret of its popularity? "That," says Dr. Conwell, "I could never explain to myself or others."

¶ ¶ ¶

Fifteen of the "How to Know Him" books have been announced by the Bobbs-Merrill Company as published or in preparation. This is a significant series of interpretive gateways to the great masters of literature written by different authors and edited by Will D. Howe. Carlyle, by Bliss Perry, and Browning, by William Lyon Phelps, have already appeared. Some of the other assignments are: Arnold, Stuart P. Sherman; Byron, Paul Elmer Moore;

Defoe, William P. Trent, Hawthorne, George E. Woodberry; Tennyson, Raymond M. Alden; and Lowell, John H. Finley. The volumes are priced at \$1.25 each, net.

BOOK REVIEWS.

Practical Exercises in Geography. Book One. William J. Sutherland and Chester M. Sanford. Silver Burdett and Company, 1915.

The authors have given to the public a most interesting supplementary book. It is well known that the present status of geography work in the schools is not satisfactory and these exercises in geography will help any teacher and any pupil to see more in the subject and to appreciate it more than they will by a mere study of the text in itself. Every teacher of geography should have a copy of this book. E. C. B.

Some Principles of Teaching As Applied to Sunday Schools. By Edgar W. Knight. Assistant Professor of Education, Trinity College, Durham, N. C., with an introduction by Dr. Franklin N. Parker, Professor of Biblical Literature, Emory University, Atlanta, Ga. The Pilgrim Press, Boston. 157 pages. Price 75 cents net.

This book is the result of work which the author has done as leader of training classes for teachers, and is a practical aid to teachers and superintendents of Sunday schools. It contains a brief but suggestive chapter on the historical development of the Sunday school and chapters on planning and teaching the lesson, on plans for teacher training, and on many other topics and subjects of interest and value to Sunday school workers, it should find a place in the hands of other teachers as well.

E. C. B.

A Short History of England. By Edward P. Cheyney, Professor of European History in the University of Pennsylvania. Cloth, 695 pages. Price, \$1.40. Ginn & Company, Boston, Mass.

Not only is the style clear and engaging, but the equipment for economical mastery by the student is exceptional. This book has about 150

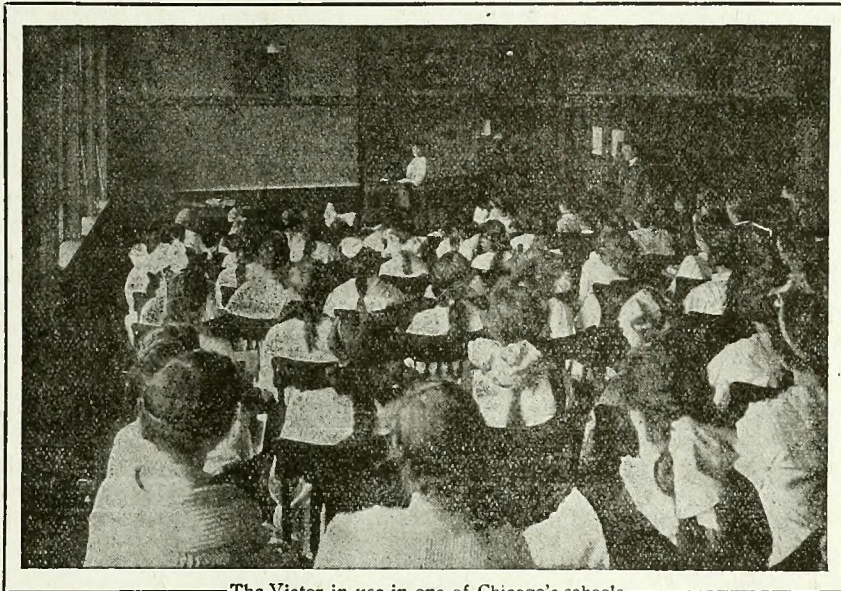
illustrations, a dozen of them full-page; there are also a dozen genealogical tables, and thirty maps in sketch or color. References for further study after each chapter include "General Reading," "Contemporary Sources," "Poetry and Fiction" and "Special Topics." An excellent source book of "Readings in English History" (781 pages, \$1.80) by the same author is designed especially to accompany the School History, though it may be used with any other similar text-book. W. F. M.

The Heart of Lincoln: The Soul of the Man as Revealed in Story and Anecdote. By Wayne Whipple. Cloth, 101 pages. Price 50 cents net. George W. Jacobs & Company, Philadelphia, Pa.

The descriptive sub-title fits the little book; it consists of stories and anecdotes which portray not so much the native shrewdness and great ability of Lincoln as his tenderness, his sense of justice, and the all-embracing love of his heart. The eight chapters begin at the Kentucky cabin and end with the heart-breaking grief of family and people over his tragic death in the capital of his country.

The Baby's First Two Years. By Richard M. Smith, M. D., Assistant in Pediatrics, Harvard Medical School, etc., and Mrs. Rosalind Huidekoper Greene. With illustrations. Cloth, 156 pages. Price 75 cents. Houghton, Mifflin Company Boston, Mass.

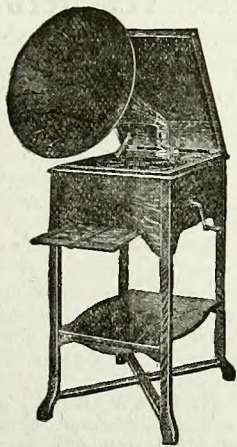
This new book came from the presses in November. It is packed with information, clearly stated for young mothers and all those having the care of a baby for the first two years. The first few chapters relate to the care and feeding of infants and are the work of Dr. Smith, while the second part, "Suggestions to Mothers," in three chapters was written by Mrs. Greene—the combination making an authoritative and practical handbook. We quote one sentence: "The women who can be good nursing mothers and also play tennis and dine out are so few that no book of rules need apply to them." The nine full page illustrations are well-printed and helpful and the full index makes quickly available any topic or item contained in the book. W. F. M.



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Educational Department
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Camden, N. J.



State School News

SCHOOL NEWS BRIEFS.

Gastonia has just sold its recent issue of \$100,000 school bonds for \$104,201. It is the highest price ever brought by Gastonia bonds of any kind.

Superintendent Gray and his assistant, Miss Henkel, have prepared an alphabetical list of the teachers of Iredell. There are 164 teachers on the list.

Harmony school in Iredell County is feeding a pig on the scraps from the children's lunches. After the pig becomes a hog he will be sold and the proceeds will go to the Betterment Association.

The Southern Presbyterian College and Conservatory of Music at Red Springs has recently changed its name to the shorter and, one may say, more romantic one of Flora McDonald College.

Autryville has just closed its second community fair. Five years ago Autryville was a sandhill with a few poor farms and a one-teacher school. Now it has a three-teacher school, covering nine grades of school work, and is a splendid farming community.

According to Mrs. Jane S. McKimmon's report just issued in bulletin form, the 1,886 girls in the canning clubs of 37 counties in the year 1915 put up goods to the amount of \$104,241.89. The cost exclusive of the girls' labor was \$28,985.46, leaving \$75,256.43 for their labor and profits on the goods canned.

How is this for attendance at the Teachers' Assembly this year? All of the eleven teachers in Oxford graded school attended and were highly pleased. Out of 375 pupils the average attendance for the three fall months was 97.43 per cent. And back of this attendance," says Superintendent Pitts, "we have the best spirit I have seen since coming here."

At Harmony high school in Iredell an open air school is conducted in a pavilion formerly used for camp-meeting purposes. Miss Celeste Henkel, the wide-awake assistant superintendent writes the State Board of Health that great good has already been accomplished and that the plans are broadening for a much greater service. One of the plans provides that the domestic science class of the school will furnish hot milk and cocoa to the children who are below normal physically and otherwise in poor health.

Thirty-nine counties in North Carolina have appropriated money for farm demonstration for next year to the amount of \$23,880, an average per county of a little more than \$612. Other boards are expected to make arrangements for financing the demonstration work at their meetings on the first Monday in January.

In Iredell a number of teachers have indicated their willingness to continue the moonlight schools beyond the allotted time. The Landmark says that Mr. O. S. Johnson, teacher of the Hebron School in Olive Township reports an enrollment of 16, who are so interested that they have arranged to run the school the remainder of the winter on subscription.

Since the opening of the Pitt County schools early in the fall more than \$1,000 has been raised either by public contribution or through other channels of activity by the respective teachers of the schools and county treasurer. The money will be used in repairing buildings, buying maps, and for other educational purposes for which the money originally had to be secured from the taxes.

In Forsyth County, the silver loving cup offered by Mrs. W. N. Reynolds to the school having enrolled the largest percentage of illiterates over twenty-one years was won by Mr. O. L. Pulliam, of the Shady Mount School. The prizes of \$25 in gold and \$15 in gold for the best and the next best attendance on Moonlight Schools of the County, based upon the census of illiterates in the district, given by Mrs. Reynolds, were won by Misses Elizabeth Crist and Maud Pinnix, of the Centerville School, and W. E. Blackburn, of Clinard's District No. 3, Clemmons ville township.

THE EDUCATIONAL DEPARTMENT of the International Harvester Company of New Jersey, Chicago, Ill., loans charts, slides and reels for express charges and sends out literature to teachers. Organize a club of rural or town schools to use charts and slides in teaching agriculture, domestic science and sanitation. Write today.

EXPERIENCED LADY desires position in graded or high school. Address Fetton, Fairmont, N. C.

If preparing for a teacher's examination use Linsby's Normal Question Book, The County Examiner, price \$1.00, or Hugh's Nntshell, price 50 cents. They are unexcelled for review work. Both books postpaid for only \$1.25. Teachers' Supply Company, Grayson, Kentucky.

Manual Training

The demand for well qualified teachers of Manual Training is greater than the supply. Every tendency in school life points toward an increase in this demand. All the agencies that are now working toward making the school life an actual preparation for real life are emphasizing the need for more and more manual training.

As an example of the interest of Peabody College in this subject, it is interesting to note that the Industrial Arts Building was the first building erected on the new campus. Here are located laboratories and shops for mechanical drawing and architectural drawing, free-hand drawing, and design, woodworking, carpentry, pattern-making, machine shop work, house planning, etc.

Besides these technical courses there are courses in the organization and in the teaching of Manual Training which are of special value not only to the teacher but to the superintendent and principal.

Students may enter at any quarter and will find courses open to them in every department.

The **Winter Quarter** extends from January 3 to March 22, the **Spring Quarter** from March 29 to June 14. The **Summer Quarter** is composed of two terms; the first extends from June 15 to July 21, the second term from July 22 to August 25. Degrees of B. S., M. A., and Ph.D. Write for catalogue of year 1915-16.

George Peabody College for Teachers

NASHVILLE, TENN.

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Trap resets itself. 22 inches high. Will last for years. Can't get out of order. Weighs 7 pounds. 12 rats caught one day. Cheese is used, doing away with poisons. This trap does its work; never fails, and is always ready for the next rat. When rats and mice pass device they die. Rats are disease carriers, also cause fires. These Catchers should be in every school building. Rat catcher sent prepaid on receipt of \$3. Mouse catcher, 10 inches high, \$1. Money back if not satisfied.

H. D. SWARTS,

Inventor and Manufacturer, Universal Rat and Mouse Traps, Box 566, Scranton, Pa.

Durham Votes Bonds and an Increase in Tax Rate.

On the 14th of December Durham voted \$75,000 in bonds for the erection of two new school buildings. The proposal to increase the special tax five cents on the hundred was also carried. The election was held against one of the biggest registrations ever booked for a school bond election. The bonds carried by 250 and tax increase by 200 majority.

Only one precinct in the town gave a majority against either proposition.

First Credit Union in the South Organized at Lowes Grove Farm Life School.

The farmers of the vicinity of the Lowes Grove Farm Life School met together on December 9 at 2 o'clock in the afternoon and organized the first credit union in the south and probably in the nation. Mr. W. R. Camp, Chief of the Division of Markets; Mr. J. Sprunt Hill, a prominent banker and business man of Durham; Mr. F. W. Risher, Instructor in Agriculture in the school, and Mr. J. L. Morehead, a prominent attorney of Durham, took a leading part in the organization. Addresses were made by these gentlemen in which the advantages of the union, its organization and work and the methods followed by credit unions in Europe were outlined.

The union was formed under the McRae Rural Credits Bill and all papers will be drawn up by Mr. J. L. Morehead, acting attorney for the organization. The meeting showed a spirit of enthusiasm from start to finish. There were about twenty farmers present and about forty advanced pupils of the Farm Life School. The County Board of Education was represented by Sheriff J. R. Blacknall, who pledged the hearty co-operation of the school board to the organization of credit unions in the county generally.

Three Hundred Attending Moonlight Schools in Durham County.

Increase in enrollment in the moonlight schools of Durham County during the last few weeks is shown in reports from the schools received Saturday by C. W. Massey, superintendent of county schools. There are now about 300 students enrolled in the schools.

The reports show that the schools are now beginning to enlarge their courses of study and many are now including geography, history and grammar in the course.

Practically every student can now read and write. Most of the schools meet three nights a week and will continue throughout the entire school term.

"We are going to have the moonlight schools in Durham county," says Prof. Massey, "as long as there is one student to attend."

Medical school inspection work started in Northampton County Monday, November 29, with Dr. A. C. Bulla of Asheboro the physician in charge. Northampton is the second county to put in operation this

Teacher, you and your pupils need to use Lusby's Normal Question Book. It is the best. Price, \$1.00. Five copies for \$4.00, postpaid. Teachers' Supply Company, Grayson, Kentucky.

combined system of health and educational work which is only in keeping with this county's progressive pace in other matters of vital importance to her people's welfare.

Prof. Judd and Miss Royster Married.

As North Carolina Education is about to close the forms of its January number, the news of the marriage of Mr. Z. V. Judd and Miss Edith Royster is published in the daily press. The happy event was celebrated at noon Monday, December 27, at the home of the bride's mother in Raleigh. Miss Royster resigned Saturday, December 25, her office as Assistant Superintendent of Schools in Wake County, a position in which she has made a distinguished record for constructive achievement. Mr. Judd, during whose long and progressive superintendency of Wake County Miss Royster became his assistant, went to Auburn, Alabama, last summer to take the professorship of education in the Alabama Polytechnic Institute, to which place he now carries his bride and the earnest good wishes of thousands of North Carolina friends for their happiness.

A line of Domestic Science Desks that will doubtless find a ready market has just been brought out by the Southern Desk Company, Hickory, N. C. They are offered with wood, zinc, or stone tops and with and without gas stoves. As the freight on this class of material from the west is very high, Southern schools will be able to effect considerable saving in this item alone. These desks are briefly described in the company's regular advertisement.

Two Beautiful New Records.

Two extremely beautiful new records are brought out by the Victor Talking Machine Company in their January Educational list. Lucy Marsh and Reginald Werrenrath give a superb rendition of "Tell Me Where is Fancy Bred," which is sung during the famous Casket Scene in The Merchant of Venice, and the accompaniment of harp, flute and 'cello is a particularly happy one. The other number "Yon Spotted Snakes" from "Midsummer Night's Dream," is an unusually fine

Success in any teacher's examination is assured, if you will take a Correspondence Course with the Grayson Normal. Tuition less than \$1.00 per subject, and free helps furnished. This work absolutely prepares for the most rigid examination. For particulars, write The Grayson Normal School, Grayson, Kentucky.

women's chorus record—the music is sprightly and dainty, and the Victor Women's Chorus interprets it with a fine spirit.

These splendid records which comprise the Victor list for January, have just been issued and are already being enjoyed by thousands of people. Every one can enjoy them, for if there isn't a Victor or Victrola in your home, you can hear them at any Victor dealer's. He will play any selections you wish to hear and be glad of the opportunity to acquaint you with this wonderful instrument and its delightful music.

THE SUMMER QUARTER

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Affords opportunity for instruction on the same basis as during the other quarters of the academic year.

The undergraduate colleges, the graduate schools, and the professional schools provide courses in Arts, Literature, Science, Commerce and Administration, Law, Medicine, Education, and Divinity. Instruction is given by regular members of the University staff which is augmented in the summer by appointment of professors and instructors from other institutions.

Summer Quarter, 1916
1st Term June 19-July 26
2d Term July 27-Sept. 1

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Dean of the Faculties
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Books of stories to read, plays, and stories for the child to dramatize. Simple in plot, brief, spirited, and with strong child interest, they prompt easy and natural expression. At the same time they cultivate a definite plot sense and a logical directness most valuable in later work.

For Reading and Dramatizing

STORYLAND IN PLAY. Ada M. Skinner. With color plates by Mary L. Spoor. Grades 1-2 .45
STORIES TO ACT. Frances Wickes. Grade 2. Color Plates by Maude Hunt Squire. .45
STORY HOUR PLAYS. Frances Mintz Goman. Grades 3-4. Color plates by Clara Powers Wilson .45

Little Plays for Holiday Production With Music and Dancing

Also for dramatic reading. Full instructions for costumes, stage setting and production, for music and various dances. SUNBONNETS AND OVERALLS. A Dramatic Reader and an Operetta. Hogate-Grover. Many color plates by Bertha Corbett Melcher. Grades 2-3. .40
FAIRY PLAYS FOR CHILDREN. Mabel R. Goodlander. Half tones. Grades 2-3 .45

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Avery County Commencement.

Avery county's second commencement came to a close Friday December 11. The interest and enthusiasm with which pupils, teachers and patrons worked showed clearly that this is only the beginning. From every part of this mountainous county in the face of winter's blustering wind and cold came teachers with happy boys and girls and happier fathers and mothers.

At half past ten o'clock on Friday morning the several hundred children began to march from the high school to the courthouse, where promptly at eleven o'clock the exercises began.

Professor Wilson, of the chair of manual arts in the East Tennessee Normal, gave a most interesting and instructive address. He told how for years our schools had held to courses of study which, taking no thought for the 97 per cent of children, who never entered college, educated the 3 per cent who could afford to spend so many years preparing to earn a livelihood. He led the minds of his audience to see how the schools of North Carolina can be revolutionized to meet the needs of the 97 per cent as well as the 3 per cent.

The exhibits were splendid and showed the thoughtful conscientious work done by teachers all over the county.

For the best general exhibits, the best exhibit in sewing and manual arts and the best exhibit in cooking the Crossmore School claimed the honors.

Newland won prizes for the best drawing, the best primary work, the best work for any one school day.

Linville Township was winner in

the phonic drill contest, and the contest in story telling was won by little Dorothy Ragland, also of Linville Township.

Cranberry Township won in the recitation contest and divided honors with Altamont in the spelling contest. The recitation contest was won by little Miss Ruth Brinkley, of Elk Park, who recited "Little Orphant Annie" in a most natural and delightful manner.

Banner Elk Township won in the declamation contest.

At the close of afternoon exercises the teachers of the county went to Elk Park where a meeting of the county teachers' association was held. Here Professor Wilson gave many words of helpful encouragement and advice.

Prof. N. W. Walker, of Chapel Hill came with sympathy and love and showed how the school work of Avery County can be made stronger and more valuable to the boys and girls of this mountain land.

Miss Lena Huddle, of the Cranberry School, read an interesting paper on "Reading," and Miss Bertha Day presented a paper on "Writing," which was followed by an animated discussion.

Prof. J. W. Jamison, superintendent of the Elk Park High School,

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presented the subject of "Arithmetic."

Superintendent F. A. Edmundson thanked the teachers for their helpful service during the year and gave promise of better things in the coming year. Avery County is indeed fortunate to have at the head of its school system so earnest and enthusiastic a man. There are greater things in store for the schools of Avery.—News & Observer.

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The Bahama High School Fair.

The fifteen hundred or more people who attended the Community Fair held at the Parrish Agricultural High School Nov. 19, were agreeably surprised at the large number of excellent exhibits, the fine enthusiasm shown and the willingness with which the people of the community worked to make the fair a success. Considering the fact that it was the first attempt of this community to hold a fair the results were very pleasing and satisfactory.

The quality of the exhibits and the quantity, so far as it went, were as good as any shown at the County Fair. A total of about thirteen hundred entries were made. The live-stock exhibit, consisting of about fifty entries of horse and mules, fifteen milch sows and yearlings, two bulls, twelve hogs and pigs, attracted considerable attention. There were about thirty coops of chickens, turkeys and ducks representing the various breeds. The machinery exhibit consisted of a wheat threshing outfit, shredder, manure spreaders, plows, rakes, gasoline engines and a hay baler. The exhibition of field crops, especially the corn display, was very creditable. The domestic science and art exhibits numbered about seven hundred, the quality of the display of this department being surprising.

A feature of the day was the par-

ade, three-quarters of a mile in length, headed by a brass band. All the schools of Mangum and Lebanon townships took part in this parade. Especially interesting was the saddle horse parade in the afternoon, twelve fine saddle horses participating.

The prize for the best individual school exhibits was won by Union

School. The large number of exhibits, the float and the enthusiasm shown by this school is worthy of commendation and too much credit cannot be given Mrs. Barnes, who has charge of the school.

It is planned to have two days for the Community Fair next year.—Durham County School News.

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Miss Schaeffer Goes to Peabody in January.

Definite arrangements have been made whereby Miss Grace E. Schaeffer, home demonstration agent of Guilford County, will go to Peabody College, Nashville, Tenn., early in January to assist for a short time in presenting canning club and home demonstration work at that institution. The original offer to Miss Schaeffer came from Dr. Bruce R. Payne, president of the College, and since that time arrangements have been made through Mrs. Jane S. McKimmon, in charge of the work in this State, for her leave of absence for a period of two weeks or longer. The two others who will assist in presenting this work at Peabody are Miss Connie Bonslagel, of Mississippi, and Miss Jo Anna Yarbrough, of South Carolina.

Writing to Miss Schaeffer relative to her going to Peabody, O. B. Martin, of Washington, assistant in charge of demonstration club work for the federal government, says:

"I think it will be fine if you can arrange to stay at Peabody for four weeks at least. Of course you understand that you will be under contract to stay only two weeks, but if you decide to stay two additional weeks there, I believe it will be time well spent.

"Your good work in Guilford County is what caused you to be recommended to the Peabody people. I am very glad to have the privilege of transmitting the information in regard to your good work and also to add some words of commendation."

Iredell County Will Have Dairy Schools.

The office of dairy farming at West Raleigh announces that dairy schools will be conducted in Iredell County next week by officials of the station dairy staff. The places set for meetings are: Cool Spring school house December 6, Trinity school house

December 7, Gilbert school house December 8, Oak Ridge school house December 14. The meetings will be in charge of Mr. Stanley Combs and R. Farnham, both of the local office.

There have been more calls for dates this fall than it has been possible to fill with the present appropriations and equipment. The movement was started last winter, and has proven a success. The dairymen have found it possible to stay at one place only one day this year, on account of meeting as many appointments as possible. Gaston County will have two schools the following week, one at Pisgar school house December 13, and one at Tan Yard school house December 14.

The dairymen carry two trunks on their trips. These contain a lantern for demonstrations, two testers, a cream cooler, a model milk house, scales, cream haulers, and a model churn.—News & Observer.

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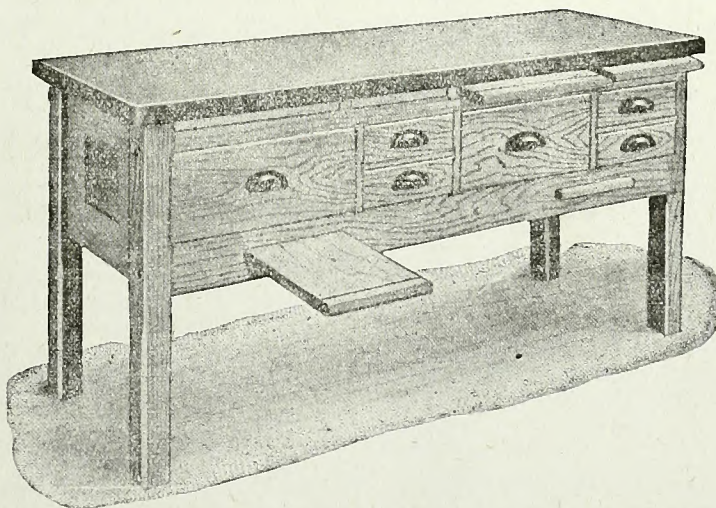
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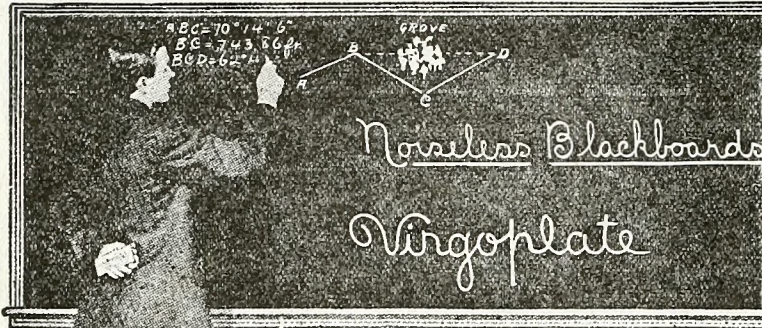


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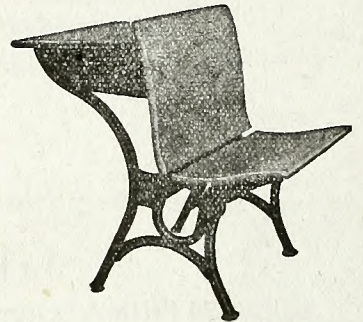
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A Journal of Education, Rural Progress
and Civic Betterment

Vol. X. No. 6.

RALEIGH, N. C., FEBRUARY, 1916.

Price: \$1 a Year.

Washington and Lincoln

SOME RESEMBLANCES.

Both were born and bred in the country, on soil and not on pavements, and South of Mason and Dixon's line. Both had only a scanty school training, neither of them studied at college, yet they were sufficiently versed in mathematics to become accomplished surveyors, and both were educated into greatness by their ever-increasing responsibilities. Both grew to stalwart physical proportions, one reaching six feet two, the other six feet four. Both were of unusual bodily strength. Washington could pick up the strong man of Virginia, and dash him to the ground with a force that jarred the very marrow of his bones; Lincoln could lift the champion bully of New Salem off his feet, hold him at arms' length and shake him as a dog shakes a rat. Both were of stern moral sense, neither could tell or act a lie. Both were reverential and religious, patient of criticism and even of calumny, hopeful under discouragements and defeats, often despondent but never despairing. Both were of flawless intellectual integrity, of sure-footed judgment, and of intuitive wisdom.

SOME CONTRASTS.

One was of Cavalier stock, patrician by environment if not by inheritance; the other of Round-head leanings, democratic in taste and by association. One was an affluent country squire of large estate; the other was not "spacious in the possession of dirt". One was master of himself, of his time, and of slaves; the other was a clerk, a Mississippi boatman, a hired man toiling early and late for wages. One, if he laughed at all, did it as his negro servant said, "all inside"; the other could break out in cachinnations that, despite Goldsmith's line, did not "speak the vacant mind." One was reserved and reticent, courtly and august in manner; the other sociable and affable, easy to approach, accessible to all. The one we admire and revere, wreathed with an aureole, and have all but canonized; the other we cherish as one of our own kind, bone of our bone, and with blood no bluer than that of the humblest of us coursing through his veins.—Dr. Brainerd Kellogg, one of the authors of the Reed and Kellogg Grammars, in an address on "Lincoln in his Use of English."

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BY WHAT STANDARD MAY A SCHOOL BOARD KNOW THE EFFICIENCY OF THE SUPERINTENDENT?

By E. C. Brooks, Trinity College.

As school boards are constituted today its members are little, if any, better able to judge the efficiency of the superintendent than are the thoughtful patrons of the school. The school board, of course, may easily judge whether the superintendent is a good business man; and, if it appears that he conducts his school on business principles, the board may be misled to the extent that its members are not so well prepared to judge of his efficiency as the patrons are who are careful to observe the opportunity and progress of their children in school. There is nothing today that appeals so strongly to business men, and the board is usually composed of such men, as "the business principle" method. Exact records, punctuality, scales, averages, carefully worked out teachers' plans, "students must know all the work of a given grade before being permitted to enter another grade," "the superintendent can tell any hour of the day what studies are being taught in his system and can tell the exact chapters of the books that the students are studying,"—these are the visible means by which a school board sometimes measures the efficiency of a superintendent. Yet neither of these indicates a good superintendent and the sum total, as a rule, is an evidence of a poor superintendent.

Let me discuss briefly the points in a good system where the decline of the school sometimes begins in order to give certain standards by which the board may measure the efficiency of the superintendent.

How the Board can Estimate the Efficiency of the Organization.

I say, unhesitatingly, that the decline of a system begins soonest in the organization of the grades, and, as a rule, the superintendent has absolute power over this organization. How are the classes organized for the teacher in order that he or she may secure the best results from the pupils? A good teacher may be so handicapped by a poor organization of classes, and a less efficient teacher may be so directed by a good organization, that the one may have a considerable number of repeaters while the other may have none at all. Is the organization such that the maximum self-activity of the pupil and of the teacher, too, is obtained? If so, it is a good organization; if not, it is a poor organization. Many repeaters in one grade may be the teacher's fault. But if a good number is found in all grades, it is undoubtedly the superintendent's fault. What are the evidences of a poor organization:

1. A number of repeaters in all the grades. This in itself is the most glaring evidence of poor organization.

2. A lack of provision for exceptional children. Is a child harassed to the point of nervous prostration because it cannot do the

arithmetic of its class? Is any provision made for a few who can do two or three times as much work as the class assignments call for? The fact that a system does not show a number of students irregular in their work—some taking less and some more than the prescribed work is an evidence of poor management. It is a commonplace statement today to say that all children are not equal in capacities, and the nearer the school shows equal work on the part of all children the less efficient it is.

A school board, therefore, can estimate, not accurately, but approximately the efficiency of a superintendent in this respect by calling for a report on these two points; and, by calling for a comparison of the superintendent's report with similar reports of a dozen or more schools about equal in size, the board will have a basis for judging. But some superintendents ask me if this method will not encourage superintendents and teachers to make false reports. I am sure it will not, for there will be enough honest teachers and pupils in the system to detect dishonest reports and serve as a check if publicity is given to the reports; and we need more publicity, not less. The system that has one fixed amount for all students of a given grade encourages improper promotions, call it dishonest if you please, more than another system that provides for unequal abilities.

Can the Board Measure the Efficiency of the Superintendent's Course of Study.

The next point at which decline in the system sets in is the course of study. A board that has had no experience in teaching is unable to judge whether the course of study is good or bad. It is totally incompetent to decide whether a book should be in the fifth grade or sixth grade; it has no way of telling whether it is best or not to teach formal grammar in the lower grammar grades or wait for the high school years; and it becomes both ludicrous and pathetic when a board undertakes to define the knowledge that a third grade child should possess.

The subjects in the course of study should have certain values, among which are: (1) a personal value, (2) a certain community value, (3) a related value such as preparation for advanced work. Examples of each are as follows: language work has a distinct personal value; sanitation, a community value; and the multiplication table or algebra, a related value. Of course, each of these subjects has and should have a combination of all the values mentioned above, but I am speaking of the values that teachers and patrons, as a rule, are most conscious of. A school must have a course of study that contains all these values. When a community

establishes a public school, it is more conscious of the community value. It doesn't consider the individual child, but all the children. It is the business of the teacher and the superintendent to consider the individual child first. The board therefore is the agent of society, and it is to some extent competent to decide whether a given knowledge, if possessed by the whole community, would be valuable to the community. Patriotism, sanitation, morality, business efficiency, agriculture, and domestic economy are such subjects. However, the board is incompetent to decide as to the best book, the best place in the grade, or the best method, because the board cannot tell the effect of a given subject on a given child in a given year. Therefore, the only way a board can measure the efficiency of a superintendent at this point is by an estimate of the effect of the course of study on the whole community.

If enough praise or blame comes up from individual parents, the board may have an opinion as to the efficiency of the superintendent through the reputed values of the course of study on the individual child. But this is not always a safe guide. So far as the individual progress of students in the grade is concerned a board cannot tell whether that progress is the result of the organization or the course of study. In fact, they are so intimately related that the organization is, for the most part, the grouping of students with reference to the course of study. The board does not know whether the number of grades should be ten or thirteen. But it should know that, if the number of graduates of the system is relatively small and the per cent of one sex is greatly superior to that of the other, something is wrong either with the organization or the course of study, and perhaps with both, and the superintendent's efficiency is low.

The Spirit of the Teacher.

The third point at which decline in the system may set in is the teacher. I think it is a reflection on the superintendent when he discusses the poor teaching corps of his system; that is, if he has been the head of the system for a number of years. We hear a good deal today about professional ethics; and the one important topic of discussion in this association is the conduct of teachers especially with reference to contracts. Now let us lay aside for a moment an artificial standard of ethics and look at the matter fairly. Suppose you were the superintendent of a small school that pays \$1200 a year, and suppose your efficiency is known elsewhere, and a large city offers you \$2000 a year, after you had been re-elected and had accepted, what would be your attitude to the board if it tried to hold you to your contract? Mind you, I am not saying that any individual should ever break a contract. And let me add further, I have never heard of a board that deliberately stood in the way of a superintendent's promotion. I believe the board would feel complimented if the man they had had all these years was a \$2000 man and they would let him go with their blessings.

Now what should be the superintendent's attitude toward a woman who is receiving \$40 a month for eight months if she is offered \$60 a month for nine months? Call it unprofessional because she asks to be released? The superintendent that would not advise his board to release her, unless the attend-

ant circumstances were very unusual, doesn't deserve the best teachers. And this leads me to the heart of the question.

To what extent are teachers encouraged to be progressive? Is the work so organized that the teacher's self-activity is encouraged? We have much to say about the self-activity of the child, but I ask you to think seriously about the self-activity of the teacher which is almost a *sine qua non* to the self-activity of the child. Of course, a good system will decline if the board, regardless of the superintendent's recommendation, insists in electing teachers into the system on any other than a professional basis. But such a school board is the exception, I think, rather than the rule. In the majority of cases if the teaching force is poor, the superintendent is to blame, and no one knows better than the board members themselves whether or not the board has relied upon the superintendent for his teacher. Granting that the board is not to blame for poor teachers, then the superintendent is to blame for poor teachers and the board to some extent can measure the efficiency at this point, and the following questions are very pertinent:

What is the nature of the activity of the teachers in the community? Do they know the home life of the students? Is there co-operation among the teachers? Do the teachers as a whole have respect for the superintendent's ability to lead? Are the teachers as a whole progressive as shown by their desire to improve themselves professionally? Are the teachers aware of the superintendent's interest in their professional development, and will he encourage them to be progressive even if the best ones are sometimes promoted to a better position, or is he a slave driver and an advocate of peonage under disguise of professional ethics?

A Measurement of the Superintendent.

The superintendent's personality, his activity in the community, and his personal relations to the board are important. But these qualities are constantly before the board, and there is no need to discuss them here. All these may be good and yet he may be an inefficient superintendent. But granting that they are good, the board may measure his real efficiency if the teacher's records show a minimum number of repeaters and a thoughtful provision for the exceptional children, if the course of study is functioning in the community as well as in the individual child, and if the attitude of the teacher as a whole toward the educational life of the community is good. These are the points in the system where decline sets in, and if the board is aware of this fact, and will call periodically for reports on these particulars, it can detect to some extent the fact that the system is or is not on the decline, and measure in part the efficiency of the superintendent.

Do not forget that Brooks's North Carolina Poems is the latest collection of our native verse, that it gives 102 poems from 37 poets, has useful notes and biographical sketches, that many of these poems have not appeared in book form before and many others are out of print, that it costs only \$1.00 (or in paper covers, 50 cents), and that only a few copies now remain even at this price. Order now, addressing North Carolina Education, Raleigh, N. C.

SCHOOL ADMINISTRATION

THE PORTLAND EXPERIMENT IN HOME ECONOMICS

By R. R. Howard in Country Gentleman.

Vernon Community House, which at the time of my recent visit was inspiring one hundred and five girls and almost as many boys with the home-making spirit, is in the second year of its history. Its beginning goes back to the first day of the incumbency of the present Portland City School Superintendent, L. R. Alderman. The idea is still older, for both Superintendent Alderman and the principal of Vernon School, William Parker, had long had the germ of the community home plan. The impelling motive was the hope that the public school children might be taught sewing and cooking, and housekeeping, and in part manual training, not in an isolated laboratory, but in an actual average home.

In working out the plan a vacant house that might be considered an average for a community where the greater number of families own their homes was first sought. A six-room house, renting for eighteen dollars a month, was found within a block of the school. The first assignments of boys and girls, working under the direction of teachers in sewing, domestic science and manual training, entered upon the preliminary duties of house cleaning and furnishing.

Under the group stimulus girls who had not been in the habit of doing much work at home found fun and lost no dignity in scrubbing and oiling floors—incidentally learning why it is better to oil with the grain of the wood than across the grain. Likewise, the girls entered into the spirit of laying linoleum, and staining and varnishing and tinting. They made curtains and pillow cases; they hemstitched napkins, tablecloths and towels; they made sheets and quilts. In each case the teacher supervised the buying of raw materials, always within the limits of neat servability and practical economy. Curtains that would have cost about two dollars a pair were made for twenty-four cents; a fine dresser scarf, listed in the department stores at eighteen dollars, cost only two dollars.

Likewise there were duties for the boys. In the manual training department of the school they planned out and began making furniture for the house. At a total cost of six dollars and fifty cents for materials they were able to make a fumed-oak library table worth forty dollars. A desk, worth thirty dollars, cost only about six. A fifteen-dollar bookcase was made for four dollars; a kitchen table for fifty cents; stools for fifty cents each; a porch swing for two dollars; a bed for two dollars and twenty-eight cents; and a dresser for three dollars and fifty cents. They even made the picture frames—made them well, too. One girl made an artistic copper lamp-shade, another a serving tray.

An original appropriation of five hundred dollars had been made by the city school board for the furnishing and maintenance of the community house. Up to the time of the publication of the last annual report only \$243.15 of this amount had been used.

In the back yard is a garden where vegetables

to be used in the kitchen are raised. To give practical direction to the cooking, ten-cent hot noon lunches are prepared and served by the girls to the fifteen teachers of the school. These lunches must be carefully planned, both as to food values and as to costs. Usually a profit of from eleven to sixty cents a week can be shown; this money goes toward the purchase of additional raw materials for home furnishing.

Further to supplement the house income the classes have at times devoted themselves to the making of marmalades, which were sold in the community for ten cents a small jar. Once the girls baked thirty cakes to fill orders previously taken.

To the end that the community house be made all that a real family home should be, occasional entertainments are planned. On one occasion when the graduating girls entertained the graduating boys the refreshments were so carefully planned that for an individual assessment of twenty cents each of the girls were able to make and serve everybody with liberal portions of ice cream, cake, cookies and candy.

Many little incidents, proving the character-molding influence of Vernon Community House, could be related. Girls have taken an unexpected new interest in the home, preparing meals and planning and making new furnishings. One little girl after her home had burned, was able to design and make all the new curtains and other like necessities.

Those who are behind Vernon Community House are inspired by the realization that every normal person spends a large part of his time in some kind of home, and the further realization that only a small percentage of public school girls are able to complete courses at high schools or agricultural colleges where advance home making courses may be enjoyed.

Toward working out these ideals it is hoped that such courses as home nursing may be added and that some day a further part of the equipment of the Vernon Community House may be a real live baby. When this time comes the girls will be given practical lessons in the care and feeding of the young child.

TWENTY MINUTES LATE.

Assistant Professor Charles T. Copeland had reproved his students for coming late to class. "This class is a class in English composition," he remarked, and added with sarcasm, "I'm not conducting an afternoon tea."

I like to go out into the garden these warm later days and muse. To muse is to sit in the sun and not think of anything. I am not sure but goodness comes out of people who bask in the sun as it does out of a sweet apple roasted before the fire.—Charles Dudley Warner.

THE ESSENTIALS OF A GOOD TEACHER

By Helen Graves, Leasburg, N. C.

It is understood in the beginning that a person cannot be a teacher at all unless she has something to teach, unless she is qualified in an educational way. This qualification does not mean always a college education, nor even normal training, though both are greatly to be desired; but it does mean that the person must have covered thoroughly and well, considerably more ground than her pupil, so that she may view her subject as a whole, may correlate it with others, and be confident of his knowledge; that she must have also a fund of available outside knowledge, to give breadth and snap to the text in the children's hands.

Aside from this qualification which anyone must have to be a teacher at all, I should say that a good teacher must first of all love her work. She must have a deep, abiding enthusiasm for children, for the information and uplift she can bring them. She must look upon her work as the best and most definite service she can render God and humanity. If her heart is not in her work, the school-room is the last place in the world for her. Better that she nurse when she has no sympathy with suffering, better that she trim hats when she has no artistic sense, better be a stenographer when she cannot spell, than to place herself as leader of little children when she does not love the work.

If a person loves to teach, she is not likely to possess what we consider the second essential of a good teacher, that is, natural ability for imparting knowledge. Did you ever have a teacher who, you felt, knew so well what you wanted to find out and yet somehow just could not make you understand? Who got you into deeper water the more she tried to explain? That person ought not to have been in the school-room. She may have stood at the head of her class in college, or made the highest attainable grade on her public school examination; but if she cannot find the point of contact, cannot see clearly the head and tail of a subject, she can never succeed in imparting what she knows. It is the teacher who knows how to impart knowledge that can train her pupils to think for themselves, to handle knotty problems independently.

Besides a love for the work and an aptitude for imparting knowledge, there are certain characteristics of personality that are essential to good teaching. The personality that commands respect, that is tactful and sympathetic, that is quiet and dignified without being stiff and squeaking, is bound to insure success in discipline, and also arouse genuine affection for the teacher which will make all the school-work happier and more effective. It goes without saying that the teacher must also have certain moral attributes of unquestionable ability. It is a doubtful good to assume the pose of one who must be a good example; but it is a mighty good plan to cultivate such refined behavior and clean speech that they come unconsciously and naturally, and the children in our charge cannot think of us in any other connection. Our pupils are wise little souls, pretty sure, too, to seize on to our example before they do our precept.

The good teacher must also be resourceful. She must have plenty of definite plans up her sleeve

to bring out at the right time—plans for impressing a certain important point in this lesson; plans for different class method when things are inclined to fall into a rut; plans for enlivening the whole student body when work seems to pall; plans for quick action when discipline goes wrong. In other words, she must be on the job, with every sense alert, and a desperate determination to achieve the best possible results with the given means. If she lacks material equipment for her task, with a resourceful brain and a strong, winning personality to back it, she can work wonders along the line of improvement. The one thing she cannot make over is the natural mentality of the children before her; and even this can almost blossom as the rose if she genuinely loves her work, has real ability in imparting knowledge, and by her own personality holds up high and lovely ideals that impel the child's allegiance.

WOMEN AS LEADERS IN EDUCATION.

Of the 12,000 conspicuous positions, largely of an administrative character, listed in the 1915-16 Educational Directory just issued by the Interior Department through its Bureau of Education, 2,500 are held by women. There are women who are college presidents, State superintendents of public instruction, county superintendents, directors of industrial training, heads of departments of education in colleges and universities, directors of schools for afflicted and exceptional children, and librarians.

Twenty-four of the 622 colleges and universities listed in the directory are presided over by women. Of the nearly 3,000 county superintendents in the country, 508 are women. The tendency to fill this position with women is almost wholly confined to the West. One State, Montana, has not one man as county superintendent. Wyoming has only two. Kentucky is the only Southern State that utilizes women in this office; the State has 26 women as county superintendents.

Seventy institutions for the blind are listed in the directory. Of these 15 are directed by women. Of the 75 State schools for the deaf, 10 are under the leadership of women; and of the 22 private institutions of the same character, 16 have women superintendents. Of the 31 private institutions for the feeble-minded, 20 are under the supervision of women.

Fourteen out of 86 directors of industrial schools are women; and 48 of the 200 schools of art are in charge of women. Women have almost a monopoly of library positions. Out of 1,300 public and society libraries given in the directory women supervise 1,075.

The Government Bureau of Education itself exemplifies the call for women in executive educational positions; 11 of the 33 bureau officials listed in the directory are women.

I usually join a club of subscribers at our first Teachers' Meeting, but as that will not be held until some time in November, I am sending my subscription now so that I will not miss getting the November issue.—Mrs. R. K. Bryan, Scott's Hill.

A VIEW OF THE EAST CAROLINA TRAINING SCHOOL

Col. Fred A. Olds, in Raleigh Evening Times.

The story of East Carolina Training School is one of hope and endeavor from the very start, and you get a fine idea of this as you go about on the beautiful grounds, for rising above everything is the golden dome of the central building, to which it is hoped may be given the name of the late Governor Jarvis.

The impressive thing about this school is that it is a one-idea institution, to create school teachers, its purpose being absolute and fixed. It was created for the teacher, planned for her, and to her and her best, the lives of President R. H. Wright, the faculty and the trustees, who are located all the way from Louisburg to the sea, are solemnly dedicated.

The harmoniousness of the plan of the buildings charm and impress at the same time. The site is on the fringe of Greenville and on a plateau, a bench, if you please, one or two or three which rise tier upon tier, from the level of the Tar River which flows through the town. The rich redness of the bricks of the buildings, the deep color of their tile roofs, their solidity of construction, their grace of arrangement, are all impressive. There is a scholarly look about everything, the college does not shout at you, yet it says, "I am here!" loud enough for all to take in the great idea of those who had it in their minds to found this workshop for education in Eastern North Carolina. This is what it is a work shop in a section which needs workers, for up to the time of its establishment the idea had been carried out far more in the Piedmont region.

President Wright and the writer went through the buildings and over the grounds, the latter containing fifty acres. The site is wonderfully attractive, set upon a hill, and educational lighthouse in fact, and through the grounds runs a reminder of the war days, for there is a section of the breastworks and a bit of a fort of the defenses of Greenville, where Starr's battery, of which the late Alex B. Stronach, of Raleigh, was a member, was on duty, watching for a Federal attack which was never made. The holly trees, always things of beauty, are here at their best and President Wright declares a finer holly grove is not to be found in all our North Carolina. There are dogwoods and other hard woods, short-leaf pines and two darling long leaf pines, which were spared when the man who owned the property cut down all the merchantable timber before the State bought the site.

There are three little long leaf pines, tiny things, just peeping above the ground, in what President Wright calls his tree kindergarten, and he is going to introduce more of these into the grounds where they used to be so plentiful and he is going to do what Leonard Tufts has so splendidly done at Pinehurst, that is set out and utilize to the fullest degree native plants, shrubs and trees, in which Pitt County is rich.

This school is one of the best sort of means of making North Carolina known. There are girls here all the way from Blowing Rock in the high mountain region, to the sea coast, and those from the center and west discover what a great State North Carolina is and how healthful is the east when proper care is taken.

It is such a baby among our institutions that it is just beginning to feel itself, and yet the girls themselves have raised a fund of more than \$1,000 to help those who need help. After a while some North Carolinians will have visions in regard to it and provide an endowment, which would be of infinite benefit to many a deserving young woman.

KEROSENE OIL HIGHLY RECOMMENDED AS INSECT KILLER.

For all practical purposes kerosene oil has been found to be probably the most efficient of all insecticides. It has been found especially deleterious to lice and bedbugs, and has recently been given sanction by the Red Cross Sanitary Commission, now active in the European war, by its daily use on troops and prisoners. It is particularly deleterious to body lice.

The American Medical Journal says: "Substances which are powerful liceicides may have little or no action on bedbugs, and vice versa. For instance, iodoform, which kills lice within ten to fifteen minutes, has practically no deleterious action on bedbugs, which may live for more than twenty-four hours when exposed to it. It has also little effect on fleas. Pyrethrum, on the other hand, has a much more powerful action on bedbugs than on lice." Kerosene seems to be effective on both bedbugs and lice.

Naphthalene is recommended for use against lice and fleas on a large scale where the use of kerosene is impractical and where its odor is offensive. In stored blankets and clothing naphthalene will also be found practical and of use as it has a well known deterrent action on moths.

NEW YORK STATE TEACHERS' ASSOCIATION.

Nobody will ever know how many teachers came to Rochester. There was an advance registration of 4,500, and about as many more enrolled at the meeting, but there were hundreds who came and did not enroll. There were times when one had to stand in line quite a while to get through the revolving doors of Powers Hotel. Convention hall seats some 8,000, but on Tuesday evening and on Wednesday morning a full thousand who were there at the advertised time of opening failed to get inside the doors.—School Bulletin.

AN INCREDIBLE ABUNDANCE.

Lige—"Did yo' hear about that eullud man what died f'um eatin' too many watahmillions?"

Rastus—"Too many watahmillions! I didn't know dey was dat many."—New York Journal.

A teacher in Boston was telling the story of Red Riding Hood. She had described the woods and the wild animals that lived there.

"Suddenly," she said, "Red Riding Hood heard a loud noise. She turned around, and what do you suppose she saw standing there, looking at her and showing all his sharp, strong teeth?"

"Teddy Roosevelt," cried all the boys in chorus.—Boston Post.

ORIGIN AND MEANING OF THE MONROE DOCTRINE

By E. C. Brooks.

Before the Revolutionary War the two continents of North America and South America were divided among the leading nations of Europe. In other words the political destiny of all the people of the Western hemisphere was controlled by the monarchical governments of Europe, and much of the governmental policies of each of the European nations was to secure more colonial territory in this hemisphere. However, the thirteen English colonies lying between Spanish Florida on the South and the St. Lawrence River and the Great Lakes on the North and between the Atlantic Ocean and the Mississippi River, were the first of these colonies to break away from European control and set up an independent government in this hemisphere. The nature of that government was totally unlike the monarchies of Europe, that looked upon this new form of government with a great deal of suspicion, since it gave hope and encouragement to democratic theories, not only in the Western hemisphere, but also in the Eastern hemisphere where monarchical and aristocratic governments had been opposed to democratic ideals since the period of the ancient Greek and Roman civilizations.

The United States of America was surrounded by the colonies of these monarchical and aristocratic governments who were anxious to curb the democratic tendencies in America, and in Europe, and to throw every obstacle possible in the way of the United States. Therefore, the foreign and domestic policy of the United States was constantly affected by the attitude of the European nations toward their colonies in America. During Washington's first administration it appeared that France was preparing to send a strong force to America for the purpose of either freeing the Spanish colonies or seizing them for herself. Moreover, there was a persistent rumor in international circles that England was awaiting an opportunity to seize the Spanish colonies embraced in the Louisiana territory. It was evident to President Washington and his Secretary of State, Thomas Jefferson, that the United States could not be indifferent to such designs. Therefore, that administration announced that "we should keep ourselves free to act in the case." And the nations of Europe were not quite sure what was meant in that statement.

The Insidious Wiles of Foreign Influence.

This nation was so hemmed in by the colonies of foreign nations that when France and England went to war and the people of the United States were clamoring for this nation to aid France, Washington clearly understood our difficult position and he saw that our independence was constantly threatened by foreign influence. Therefore, he was firm in maintaining neutrality; and when he was about to retire to private life, he issued his farewell address to the people of the United States in which he declared, "It is our true policy to steer clear of permanent alliances with any portion of the foreign world. . . . Europe has a set of primary interests which to us have none, or a very remote relation. . . . There can be no greater error than to expect or calculate upon such favors from nation to nation." . . . Therefore "against the in-

sidious wiles of foreign influence (I conjure you to believe me, fellow citizens), the jealousy of a free people ought to be constantly awake, since history and experience prove that foreign influence is one of the most baneful foes of a republican government."

John Adams, who succeeded Washington as President, was confronted with this "insidious wiles of foreign influence." This time, it appeared that Florida was about to pass out of the hands of Spain and into the hands of England. And President Adams announced to the world that we could not be indifferent to this trading and trafficking in the colonies that were so close to the United States. He contended that the Floridas should remain in the hands of Spain, but that if they were to be transferred "we should not be willing to see them transferred except to ourselves." Moreover, Cuba and Mexico came up for a like consideration. It was during Mr. Jefferson's presidency that these two colonies began their struggle for independence. And it appeared that Spain was about to transfer this to France or England and Mr. Jefferson announced, "We shall be well satisfied to see Cuba and Mexico remain independent; but are unwilling to see them in the hands of either France or England."

The Doctrine Begins to Appear.

The question of transferring Florida to England arose again in President Madison's administration, and this time Congress resolved that the United States could not "without serious inquietude see any part of the said territory pass into the hands of any foreign power." Then the doctrine that was afterward to be called the Monroe Doctrine was beginning to take definite form. At this time the Latin American States were fighting for their independence and so sympathetic was this country to their fight for freedom that they received material aid from the citizens of America and recognition from the American government. It was easy for the Central American and the South American States to throw off the foreign yokes, because all Europe was engaged in a great war.

However, when Napoleon was finally crushed the European nations turned their attention again to the Western hemisphere. What a change had taken place! The greater part of the two Americas were really free of European control, and the spirit of freedom was making headway even in Europe. Therefore Russia, Prussia, Austria, and France, entered into an alliance, called the Holy Alliance, with the avowed object of extending monarchical principles of government as far as possible and of interfering with the independence of the newly enfranchised Spanish American States. The Holy Alliance held several conferences to regulate the affairs of Europe, and it did actually interfere in the affairs of Spain for the purpose of putting down popular doctrines. Now, it turned its eyes to this continent in order to subjugate the South American and Central American States. At this stage England became alarmed and America was informed of the plans of the Holy Alliance.

The South American colonies and Mexico had virtually secured their independence and were con-

sidered independent by the United States, and it became the settled opinion in America that the Holy Alliance wished to subdue these States and divide them up among themselves. Then what would be America's security if the stronger nations should hold colonies on all sides of the United States? Our independence was much more secure with independent republics near us. Therefore, a full exposition of this government's attitude was prepared in 1823 by John Quincy Adams, Secretary of State, in Monroe's administration and he closed with these words:

"The United States of America, and their government, could not see with indifference the forcible interposition of any European power, other than Spain, either to restore the dominion of Spain over her emancipated colonies in America, or to establish monarchical governments in these countries, or to transfer any of these possessions heretofore or yet subject to Spain in the American hemisphere, to any other European power."

The Monroe Doctrine.

This declaration was not sufficient, however. The attitude of the Holy Alliance toward the newly enfranchised Spanish American States was even more threatening, and on December 2, 1823, President Monroe sent his famous message to Congress in which he declared:

"We owe it therefore, to candor, and to the amicable relations existing between the United States and these foreign powers, to declare that we should not consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependences of any European power we have not interfered and shall not interfere. But the governments who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power, in any other light than as the manifestations of an unfriendly disposition toward the United States.

"The late events in Spain and Portugal showed that Europe is still unsettled. Of this important fact no stronger proof can be produced than that the allied powers should have thought it proper, on any principle satisfactory to themselves, to have interfered, by force, in the internal affairs of Spain. Our policy toward Europe is not to interfere in the internal concerns of any of its powers but in regard to these (the two American) continents, circumstances are eminently and are peculiarly different. It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness, nor can any one believe that our Southern brethren, if left to themselves, would adopt it of their own accord. It is equally impossible, therefore, that we should behold such interposition in any form with indifference."

This was the message that finally put an end to the interference of European nations with the political independence of the nations in this hemisphere. Therefore, it is called The Monroe Doctrine. This doctrine has become a permanent part of the foreign policy of the United States, and on several oc-

casions since its conception it has been enforced. The two most notable cases were against French intervention in Mexico at the close of our Civil War, and against the British claims to Venezuelan territory during Mr. Cleveland's administration. It means today that every portion of the American continent must be free from European control, and that America must take no part in European politics.

SPECIAL TAX RATE FOR SCHOOLS IN NORTH CAROLINA CITIES.

City	Property	Poll
Burlington	30	90
Charlotte	30	90
Concord	40	120
Durham	20	60
Edenton	30	90
Elizabeth City	40	120
Goldsboro	31 1-3	94
Graham	30	90
Greenville	40	120
Henderson	30	90
Hickory	40	120
High Point	45	135
Laurinburg	40	120
Lenior	66 2-3	200
Lexington	65	195
Lumberton	30	90
Marion	60	100
Morganton	60	180
Mount Airy	35	105
New Bern	25	75
Raleigh	35	105
Reidsville	30	90
Rocky Mount	40	120
Salisbury	20	60
Statesville	30	90
Tarboro	40	120
Thomasville	40	120
Washington	45	135
Wilson	30	90

Wilmington and Winston-Salem are omitted from above table because the schools of Wilmington are included in the county school system and paid for out of the general fund. The schools of Winston-Salem are supported out of the general fund of the city, being considered part of the city government.

QUARANTINED.

In one of the little mountain towns of the South a Chautauqua meeting was held last summer for the first time. The fact was advertised for some distance round the town, but the older negroes especially did not understand what it was all about.

Across the front of the little hotel of the village was flung a banner bearing the one word, "Chautauqua."

Up to this hotel one day drove an old negro in a one-horse wagon containing a few vegetables, which he hoped to sell to the proprietor, as he had done on former occasions. But when he saw the banner with its ominous word, he was seized with fright and would not go into the building, or even get out of his wagon. When the proprietor appeared, the old fellow inquired nervously, "What disease is you-all quarantined for, boss?"—Youth's Companion.

School Room Methods and Devices.

SUGGESTIVE CORRELATIONS FOR FEBRUARY.

By C. H. Lane, Chief Specialist in Agricultural Education, U. S. Department of Agriculture.

The purpose of the material given below is to suggest some ways and means by which teachers in the sixth to the eighth grades, inclusive, may utilize home projects in correlating agricultural and farm problems with the rural school work. It will be necessary for some teachers to adapt the work to their own particular needs and conditions.

Language Lessons—Compositions on the value of seed testing should be required. A most valuable exercise for the advanced pupils and club members would be to collect, classify, and record the agricultural statistics of the school district. Let this show what was produced the previous year, what kept on the farm, what sold, and what bought. This will not only give valuable practice in systematic work, but will furnish the school and community with valuable information as to its agricultural status.

Reading and Spelling—The following are suggested for supplementary reading: Farmers' Bulletins Nos. 134, Tree Planting on School Grounds; 181, Pruning; 218, School Garden; 236, Incubation and Incubators; 243, Fungicides and Their Use in Preventing Diseases of Fruits; 255, The Home Vegetable Garden; 389, Bread and Bread Making; 428, Testing Farm Seeds in the Home and in the Schools; 491, The Profitable Management of the Small Orchard on the General Farm; Bureau of Entomology Circular No. 54, Peach Tree Borer; and Bureau of Plant Industry Year-book Reprint No. 197, How Birds Affect Orchards.

List and assign the new words as spelling lesson.

Drawing—Require pupils to bring to school specimens of all kinds of domestic plants affected by fungus diseases and make drawings of these, showing the appearance of the affected part. Require drawings of cuttings, proper and improper pruning, methods of grafting, pruning and grafting implements; also drawings of spraying devices. In connection with all these emphasize learning the names and the uses.

History—Study the origin and development of the school-gardening movement, noting especially the purposes, the results that have been obtained, and its future possibilities in advancing the interests of the community, both as to vitalizing the school work and as a source of revenue for school enterprises.

Geography—Study the relationship of the agricultural products of your county and State to the industrial development of the same. Compare your own State in this respect with other States and countries having similar agricultural products. If there is a difference in the industrial development in any of the cases noted let it be accounted for.

Arithmetic—Problems on the value of selecting and testing seeds of the various crops should be developed for this month. Let the exercises involve the value of time spent in selecting and test-

ing, the time spent in replanting, and the effect of untested seed on the stand and the ultimate yields. Let these exercises as nearly as possible be based on data gathered from the community. These processes may be multiplied to meet the needs of the different classes in the subject of arithmetic. Problems on the cost of spraying materials, the time spent in spraying, and the increased yield should be developed. Comparison should be made of the yields of sprayed and unsprayed trees, and problems developed on these as a basis. The value of sprays in prolonging the lives of plants should be estimated.

Useful publications to be used in connection with this work are: Bureau of Entomology Circular No. 42, How to Control San Jose Scale; and Farmers' Bulletin 243, Fungicides and Their Use in Preventing Diseases of Fruits.

Excursions and Practical Work—Excursions should be made this month to orchards for the purpose of observing methods in spraying and for practice in the use of spraying mixtures and devices. Excursions should also be made for the purpose of observing pruning and for practice in the same.

Practical work in testing seeds, both in the school and home, should be engaged in. The actual work at school should be confined largely to school garden seeds and those to be used by the club members in their contest plats.



GEOGRAPHY THAT IS WORTH WHILE.

On the outline map of the United States, without names, but showing the States, can your Upper Form pupils write in the names of the States from memory? Can they do the same thing for the important divisions of South America, Europe, Asia, and Africa? They should be able to sketch maps quickly and with approximate correctness show about eight of the best known rivers of the Mississippi system, three of the Pacific rivers, three of Canada, three of South America, four of Africa, six of Asia, two of the British Isles, of France, of Germany, of Russia. Likewise the Po and the Danube. They should know "for keeps" perhaps a dozen mountain systems in different parts of the world. And so on as to other forms. This all relates to location, or place geography. This eighth grade pupil should be able to locate with fair accuracy perhaps twenty-five cities of the United States and twenty-five other cities throughout the world. We try to teach too many things. Let us teach some geography facts so they will always be known. Use blank outline maps a great deal. Maps containing many details are poor drill maps. You cannot afford to teach all that is in the text-books. Don't be afraid to omit some things if thereby you teach some important facts well. We have too much of scatteration in our schools.

Try to secure real images. You cannot do this except by appealing to the child's past experience. By questions try to call up clear definite images. Make use of pictures. Have the children bring in pictures. Use the pictures in the text-

book. Talk over the picture with the children. If you do not constantly stimulate your pupil's power to imagine—to make images—you are not teaching geography as you should.

You will secure much better results in the recitation if you study the lesson with the children and if you make use of simple outlines of the subject matter, and of questions on the same. Train the children to get the lesson by use of outline and questions.—F. J. Loworth, in American Journal of Education.



THE LEGEND OF THE ARBUTUS.

[The following story should be read to the children of the upper primary grades as the basis for oral and written language. It will be appropriate the latter part of February or the first of March when spring first begins to make its appearance and the arbutus is first seen.]

Away up in the cold North lived an old, old man, with long, snow-white hair. His long beard was snowy-white, too. He dressed in bear skin to keep warm. One day, as he was standing shivering over his camp-fire, he saw a beautiful young girl coming through the pines. Wherever she stepped the frozen ground thawed, the snow melted, and grass and ferns appeared. How amazed the old man was.

"I am Winter," he said to her. "When I shake my white hair, snow falls. When I come to the woods the flowers die, the leaves fall, and the birds fly South. Who are you? And why do you come here?"

"I am Spring," laughed the girl, gaily, and her voice was fresh as the rippling brook. Her cheeks were like pink roses, and her hair was brown as chestnuts. "I have come to waken the flowers, to call the birds back, and to tell the brooks to sing again." As she spoke, the air grew warmer and warmer. It made the old man very sleepy. By and by he lay down on the ground, fast asleep.

The girl knelt down by the old man. She laid her warm hand on his forehead. And, suddenly, the old man had disappeared. In the place where he had been there was only soft moss, and green leaves.

Spring took from her dress some lovely pink and white flowers. They were dainty little blossoms, and very fragrant. She hid them under the leaves.

"You are my favorite flower," she said. "You are the sweetest of all. And whoever picks you, dear Arbutus, must kneel, as I do now."

And so today we must kneel to find the fragrant arbutus blossoms, hidden under the old, dead leaves.—Primary Education.



A POEM FOR STUDY.

Read this poem very carefully to the class. After the first reading, ask the class to state what the poem teaches. Give them time to think it over and after the aim has been stated read the poem the second time and then call for replies to your question.

He Must Dig.

He wanted a job, and, like every one else,

He wanted a good one, you know;
Where his clothes would not soil and his hands
would keep clean,

And the salary mustn't be low.

He asked for a pen, but they gave him a spade,

And he half turned away with a shrug,
But he altered his mind, and seizing the spade—he
dug.

He worked with a will that is bound to succeed,

And the months and the years went along.

The way it was rough and the labor was hard,

But his heart he kept filled with a song.

Some jeered him, and sneered at the task, but he
plugged

Just as hard as he ever could plug;

Their words never seemed to disturb him a bit—as
he dug.

The day came at last when they called for the
spade

And gave him a pen in its place.

The joy of achievement was sweet to his taste,

And victory shone in his face.

We can't always get what we hope for at first—

Success cuts many queer jigs,

But one thing is sure—a man will succeed if he
digs. —Selected.

CAN YOUR HIGH SCHOOL STUDENTS SPELL THESE WORDS?

The following list of words were sent out to the State high schools by Prof. N. W. Walker to be given on December 17. A copy of Webster's New International Dictionary will be given to the school making the highest grade.

- | | |
|------------------|------------------|
| 1. circular | 26. develop |
| 2. earliest | 27. entitle |
| 3. argument | 28. circumstance |
| 4. whether | 29. political |
| 5. organize | 30. suggest |
| 6. distinguish | 31. business |
| 7. summon | 32. senate |
| 8. consideration | 33. absence |
| 9. official | 34. receive |
| 10. assure | 35. conference |
| 11. estimate | 36. agreement |
| 12. occupy | 37. Wednesday |
| 13. accident | 38. unfortunate |
| 14. probably | 39. really |
| 15. invitation | 40. majority |
| 16. foreign | 41. celebration |
| 17. impossible | 42. elaborate |
| 18. responsible | 43. accept |
| 19. concern | 44. citizen |
| 20. beginning | 45. national |
| 21. associate | 46. expense |
| 22. application | 47. victim |
| 23. automobile | 48. finally |
| 24. difficulty | 49. recent |
| 25. various | 50. divide |

LOOK FOR GOODNESS.

Do not look for wrong and evil—

You will find them if you do;

As you measure for your neighbor,

He will measure back to you.

Look for goodness, look for gladness,

You will meet them all the while;

If you bring a smiling visage

To the glass, you meet a smile.

—Alice Cary.

North Carolina Education

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Entered as second-class matter January 21, 1909, at the post office at Raleigh, N. C., under the Act of March 3, 1879.

It is time you were thinking about your county commencement. Let that event be the crowning event of your school work.

Asheville is to have a \$200,000 high school building. This will be the finest high school building in the State when it is completed.

Principles and superintendents should read the report of the Committee on Industrial Education, published by the Bureau of Education, Washington, D. C.

The time is approaching when nature study or agriculture as related to the spring planting and to fruit growing can become the most interesting study in school.

The Wisconsin School Law requires that every child under sixteen temporarily unemployed shall attend school all day every day. This makes unemployment a blessing instead of a curse.

So much is said today about the Monroe Doctrine that readers of current periodicals and teachers of history know fairly well the circumstances that made this pronouncement of President Monroe necessary. We are publishing elsewhere a brief history of the Monroe Doctrine for all who wish for more information on that subject than is usually found in the text-books. Teachers should read this article to their high school students and all students who are interested in United States history.

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PRINTING IN THE WINSTON-SALEM HIGH SCHOOL.

The press of the State announced on January 6 that the Winston-Salem schools would add a course in printing to the curriculum of the city high school and the course would be given this session. Superintendent Latham writes us that two presses have already been secured, one of which was donated by a friend. The value of the two presses being about \$1000. The addition is due largely to a suggestion by Col. G. E. Webb, who is not only a veteran member of the school board, but also a veteran in printing and journalism.

Mr. Charles A. Farrell, another member of the Winston-Salem school board, writing in *The Winston-Salem Journal*, has the following to say in behalf of this new feature:

"This step has been taken only after most careful investigation by the school authorities of print in no idle experiment. The inclusion of printing in the curricula of secondary schools has been proven of inestimable value in a large number of the best school cities of the country. The value of printing as a cultural subject was pointed out 25 or more years ago. The records available to me show that 20 or more years ago printing was begun in Norwich Free Academy, Norwich, Conn. Principal Terrell, writing recently to 'The Printing Educator,' says that his school now has three presses and equipment valued at \$3,000 and speaks of the printing department as of increasing value to the school.

Among the cities that now include printing as a feature of their educational activities are Atlantic City, Boston, Chicago, Cleveland, Des Moines, Gary, Ind., Grand Rapids, Louisville, Milwaukee, Newark, Pittsburg, St. Louis, Springfield, and other less well known cities. Without exception the school men of these cities attest the educational value of printing. The principal of Holden School, Chicago, says: 'This work holds the interest of boys making a larger number continue after 14 years of age and increasing the number of those completing the eighth grade. It assists in securing proper attention to academic work, which is made less expensive, but accomplishes quite as much in development of power, initiative and individuality.'"

A TOBACCO HABIT SURVEY.

Recently a tobacco habit survey was taken in the Garfield school of Richmond, Indiana, with a view to finding out how many boys were tobacco users and their relative standing with those who were not users of tobacco. According to the statistics compiled from this survey seventy-five boys are tobacco users; one hundred and seventy-five are abstainers. The investigation shows that twice as many boys fail in their studies as girls when the tobacco users are included in the list. With the tobacco users eliminated, the comparison was more favorable, the statistics showing the boys in the total abstinence class equaling the record set by the girls. Only one boy who uses tobacco ever got into the class that progresses through the work a term faster than the others, while thirty-four per cent of the ab-

stainers entered this special class last term. The average age of the smokers was found to be higher for their classes than that of the girls and the non-smokers. Twenty-seven per cent were failing in one or more studies; only five per cent of the abstainers failed in one or more subjects. The results of the survey were published and the attention of parents and of the boys called to them. An effort is being made to show the smokers what a disadvantage they labor under when they smoke and to encourage them to leave off the habit.—Southern School News.

RESIGNATION OF PRESIDENT D. H. HILL.

One of the foremost educators, not only of North Carolina, but of the South, is Dr. D. H. Hill, President of the Agricultural and Mechanical College. For twenty-six years he has labored in the State in behalf of industrial education, and the success of that institution, and much of the stimulus to industrial education and to the industrial awakening is due to the work of the Agricultural and Mechanical College during the presidency of Dr. Hill. But on January 14 he tendered his resignation as President of the college and the Board of Trustees in session accepted it. The board will meet April 14 to consider his successor. In tendering his resignation, Dr. Hill said:

"The North Carolina Confederate veterans have, through the generosity of one of their number, secured an adequate sum for the preparation of a history of the State's patriotic record in the Civil War. These aged survivors of the Confederacy have asked me to write this memorial of the deeds and the sufferings of the soldiers and the people of North Carolina. While I naturally shrink from the magnitude and the responsibility of the task, this request under all circumstances seems to me rather a command of duty than an invitation. Hence I feel that I cannot decline the offered trust.

"The preparation of this history will require some years of unremitting toil. That I may take an undivided mind to the new duty, I hereby respectfully submit my resignation as president of the college to take effect July 1, 1916.

"May I be pardoned for saying in an official document that I cannot sever my twenty-six years' connection with the college without a violent heart wrench. I came to the institution in my youth when the plastering was not yet dried on its first buildings and as secretary of the faculty registered its first student. I have rejoiced to see it grow, in a quarter of a century, from an educational experiment to an educational and industrial power. I believe that with its present foundation it will more than double its usefulness in the next ten years.

"In returning to you my commission as president, I would indeed be ungrateful if I did not most heartily acknowledge my constant indebtedness to the Board, to the faculty, to the Alumni and students, and to the people of the State for their whole hearted support during my term of office. From the date of my election, the trustees have without the slightest dissension or division given me their able and cordial co-operation and confidence. No board has ever been more helpful to a president. The faculty and officers of the college have

been thoroughly loyal, sincere and harmonious in continuous helpfulness, and the students have been uniformly and delightful loyal to their college.

"Although I shall soon officially be separated from my cordial co-workers, I shall always cherish as one of life's treasures the memory of this kindness, and trust that a merciful Providence may add each year a large measure of devoted service to the institution."

KEEP CHILDREN AT HOME WHEN THEY SHOW SIGNS OF ILLNESS.

Whenever large numbers of children come together there is always an increase in the number of cases of contagious diseases, such as measles, whooping cough, scarlet fever, diphtheria and pneumonia. This is especially true when school opens after the Christmas vacation. Mothers can to a great extent prevent such illness.

If your child shows any signs of illness, such as fever, rash, coughing, vomiting or sore throat, sneezing and watering of the eyes, do not send him to school. Keep him home that morning. Send for the doctor to make sure that he is not suffering from any one of these contagious diseases. Who knows but that the persistent coughing, sneezing and watering of the eyes may be the first signs of an attack of measles. The croup, cough and sore throat may be the beginning of diphtheria, or the vomiting and rash may be the signs of scarlet fever.

Take no chances. By sending your child to school when he shows such signs of illness you not only place your own child's life in danger but you also endanger the life and health of other children. What would you think of the mother who sent her child, sick with scarlet fever, to the very class-room which your child attends? What should you think of that mother if your child should get the disease and die of it?

Do not send your child to school if he shows any signs of illness. Consult the doctor first.

THE SOUTHERN CONFERENCE—FOR EDUCATION AND INDUSTRY.

For its sustaining members the Conference has organized the following:

1. An "individual service" to supply data, progress-items, plans, etc., to aid leaders in their work for school, college, community and county development.
2. A "community service" to aid (1) in the joint efforts of clubs and agencies for recreation, culture, marketing, savings, etc.; (2) in the work of the School Improvement or Parent-Teacher Associations.
3. A "county service" to aid in bringing about the co-operation of forces for the development of community centers, the training of teachers and in extending the work of improving and developing the schools.
4. A "college service" to bring thought and experience together (1) for maintenance and endowment plans, (2) for the organization of the elementary school, the high school, college and university to form a progressive educational course for the individual.

For further details address A. P. Bourland, Executive Secretary, 508 McLauchlen Building, Washington, D. C.

1916 Session, New Orleans, April 16, 20.

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

COURSE FOR 1915-1916.

LESSON V--A READING CIRCLE COURSE MADE FROM THE RURAL LIBRARY BOOKS

By E. C. Brooks.

In the last issue of **Education** I discussed this question, "How to Improve the Teacher in Service." Since that article appeared I have received several requests for information on the Reading Circle work of Durham County, which I have been conducting for seven years.

I believe an effective reading circle can be formed by using a part or all of the books in the State Reading Circle provided the rural library books are used also. I have, from year to year, insisted that we have been imposing on the rural teachers by requiring them to read book after book on method or the principles of education. One such book, if it is a good one, is sufficient for at least a term of four years, and then it should be used chiefly as a reference book. What the teachers' need is usable material in the school, not rules.

How long will we continue to take up the time of the teachers in the associations or institutes in showing them devices and methods for teaching arithmetic, for example, and then stand before a general audience and say that what teachers of the rural school need is to bring the arithmetic of the farm into the school? We are constantly practicing one thing and preaching another. If farm arithmetic is what they need, then bring farm arithmetic into the associations and let devices and methods follow as a result. And the same thing may be said of the other subjects in the curriculum.

Believing strongly that we have been avoiding the real problem for so long a time, I have undertaken to work out a Reading Circle course for both Durham and Orange Counties, based on such subjects as will make it possible for the teachers of these counties to carry more life into the school room. As I said in **January Education**, I announced at the beginning of the year that teachers would be expected to improve themselves along three lines: (1) their knowledge of literature; (2) their knowledge of history or geography, and (3) their knowledge of science or nature. The teachers are permitted to select one subject in each of these groups to be approved by me. However, if they made no selection they were required to take my recommendations. Most of the teachers made their own selections; and at the end of the year they will be tested on the use they have made of each of these three subjects in the school or the community. Mere knowledge is insufficient. They must use the knowledge.

The January meeting of the Durham County teachers were devoted to receiving reports from the different clubs of the county (a club is simply an organization of several teachers, or one teacher and her advanced pupils, or the teacher and the pat-

rons who desire to work with the teacher), and the following clubs showed what the teachers were doing:

I.

West Durham School Club.

Teachers: All the teachers in school (seventeen in all).

Books: Current Events from Literary Digest, Hero Stories, Topics on Agriculture from MacMillan's Agriculture Library, Literary Masterpieces selected by the teacher.

The Teachers' Mutual Benefit Club of East Durham.

II

Teachers: All the teachers (thirteen in all).

Books: The fall term devoted to a study of the community, and the home-life of the students. A list of subjects for the spring term will be announced later.

III

Lakewood Park.

Teachers: R. A. Pope, Misses Hundley, Massey, and Rogers.

Books: Life of John Smith, The Teaching of Geography, Franklin's Autobiography, Dickens' Christmas Stories, Bailey's Principles of Fruit Growing.

IV

Shambley's, Barbee's, South Lebanon, Reservoir. (United to Form One Club.)

Teachers: The teachers of the four schools.

Books: Geographic Influences, The Teaching of Geography, Life of Columbus. Other books will be selected later.

V

South Lowell Community Club.

Teachers: Miss Beulah Breedlove and the older students.

Books: Geographic Influences, Great Stone Face and Seven Little Sisters.

VI

Geer, Hebron, and Elm Grove.

(United to Form a Club.)

Teachers: Misses Horton, Rogers, and Mrs. Thompson.

Books: No books have been selected.

VII

Glenn School.

Teachers: C. C. Carpenter, Bertha Glenn, and Mayne Page.

Books: Christmas Stories, Franklin's Autobiography, Bailey's Principles of Fruit Growing.

VIII

Fayetteville Road Reading Club.

Teachers: Miss Sallie Vickers, pupils and patrons.

Books: Four American Explorers, The Pathfinder, and Bailey's Agriculture.

IX

Lowe's Grove School Club—Called "The Chautauqua Saga Club."

Teachers: F. W. Risher, S. J. Husketh, Mrs. S. J. Husketh, Misses Beulah Avery, Nora Stone, Corinna Herndon, and Lelia Moring.

Books: Your Child Today and Tomorrow, Through England with Tennyson, and The Winning of the West, Book II.

X

Holt School—The School and Community Club.

Teachers: Misses Ida Thompson and Lizzie Murray, and pupils of the school.

Books: Longfellow's Poems, Franklin's Autobiography, and Nature Study on the Farm.

XI

Mineral Springs Teacher's Club.

Teachers: C. Robinson, Misses E. Cheatham, Kate Sutton, Thelma Walters and Lola Hood.

Books: Four American Explorers, Franklin's Autobiography, House of Seven Gables, Bailey's Principles of Fruit Growing, Real Things in Nature.

XII.

Redwood School.

Teachers: J. Ira Lee, Misses Beulah Bragg, and Sadie Nichols.

Books: Not selected yet.

XIII.

Bethesda School

Teachers: I. J. Kellum, Misses Martha Bennett and Zenobia Cole.

Books: Longfellow's Poems, R. E. Lee, Bailey's Principles of Fruit Growing.

XIV.

Nelson School.

Teachers: C. B. Mason and the assistant teacher.

Books: Longfellow's Poems, Story of Columbus, Life of R. E. Lee, and Bailey's Principles of Fruit Growing.

BY-LAWS OF THE RALEIGH TEACHERS' MUTUAL AID SOCIETY.

1. The name of this Association shall be The Raleigh Teachers' Mutual Aid Society.

2. Its purpose is to provide a fund for the retirement of teachers after a period of service in the public schools as stated hereafter, and also for the payment of a sick benefit in time of illness.

3. The officers shall be a President, Vice-President, Secretary-Treasurer, the last two offices being held by the same person, and five Trustees. There shall be an executive committee composed of the officers and five trustees.

4. No money shall be paid out except with the approval of the President, or, in his absence, the Vice-President, after having been passed on by the trustees.

5. The Board of Trustees shall meet the first Sat-

urday in each month during the school term and shall make report of the finances to be announced to the members at a general meeting.

6. The Secretary-Treasurer shall keep a book in which shall be recorded all moneys received and paid out, and also a record book of the minutes of each meeting.

7. The accounts of the Secretary-Treasurer shall be audited once a year or as often as the Board of Trustees may direct.

8. The term of office of the officers shall be one year, and no salary shall be paid any officer, unless a salary or payment be made to the Secretary-Treasurer, which the trustees may do by an allowance of the dues to the said Secretary-Treasurer or otherwise.

9. It shall be the duty of the President to preside at each meeting, to call meetings when he shall deem it necessary or when one-fifth of the members request it in writing, or on application to the majority of the trustees.

10. No person shall be eligible as a member of this society unless he or she be a white teacher in the Raleigh Public Schools.

11. The dues of this society of each member shall be one per cent monthly of his or her monthly salary, and there shall also be a matriculation fee of seventy-five cents.

12. The fund shall be under the control of five trustees, three of whom must be teachers in the Raleigh Public Schools.

13. The term of service at retirement shall be not less than twenty-five years, ten of which must have been in Raleigh, N.C.

14. A sick benefit of one dollar and a half a day shall be allowed a member who is absent on account of sickness, but no member shall receive as a sick benefit for more than ten days in one year, unless by a majority vote of the trustees.

15. No sick benefit can be paid until the assured has filed with the Secretary-Treasurer a certificate of some reputable physician in such form as may be prescribed by the trustees.

16. No member shall draw a pension until he or she retires from active service in teaching, but at retirement, may receive monthly one-third of his or her maximum salary.

17. Any member who shall have paid into this fund dues for as long as a period of eighteen months and then for any reason severs connection with the Schools, may be allowed a sum equal to one-third the amount paid into the treasury in excess of any sick benefits that said member may have received.

18. These By-Laws may be changed from time to time by a two-thirds vote of the active members on recommendation of trustees; provided, however, that thirty days' notice in writing shall have been served at some regular meeting of the society.

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News and Comment About Books

NOTES AND COMMENT.

The Ronald Press Company (20 Vesley Street, New York City) report gratifying results from the use of their book "Effective Business Letters" in business English courses, and say that seventeen universities are using the book as a text, as are also a number of Y. M. C. A. schools and commercial high schools. The price of the book is \$2.00 postpaid.

¶ ¶ ¶

If you have been intending to order a copy of North Carolina Poems, you had better act now upon your good intention. There are only seventy copies left, 44 in cloth and 26 in paper. The price of the cloth bound copies is \$1.00; the paper 50 cents, postpaid. Orders will be filled as received while the supply lasts. Send remittance to North Carolina Education, Raleigh, N. C. For a gift to your friend or for school prizes for the advanced pupils, get North Carolina Poems.

¶ ¶ ¶

Robert Bridges, the Poet Laureate, has nearly ready for publication through Longmans, Green, & Company, an anthology of prose and verse. The title is "The Spirit of Man, an Anthology in English and French from the Philosophers and Poets." The book is a new kind of anthology, the quotations, prose and poetry mixed together, being arranged in context, to exhibit the aspects of life on a spiritual basis. It was made for those who wish for serious reading at the present time, and the last section relates to the war.

¶ ¶ ¶

The appearance of a school edition of S. Roland Hall's "Writing an Advertisement" is especially timely. The field of advertising is developing so rapidly and opens to the enterprising young man or woman so many possibilities, that a demand is being felt in commercial schools for special training in this subject. To the book as originally published are added in this school edition questions, exercises, and an introduction showing how the book can be used in commercial courses in secondary schools. Houghton Mifflin Company, Boston, are the publishers and the price is 75 cents, postpaid.

BOOK REVIEWS.

School Dictionaries: Webster's Shorter School Dictionary, Webster's Elementary-School Dictionary, and Webster's Secondary-School Dictionary. American Book Company, New York.

These are the new editions of the famous Webster's school dictionaries that have been used for so many years with such success in North Carolina, as well as throughout the nation. The new editions meet all the needs of the school today, and every school should be supplied with a copy of this book. E. C. B.

Acres of Diamonds and Their Discoverer. By Russell H. Conwell, Cloth, illustrated 181 pages. Price \$1.00 net. Harper & Brothers, New York, N. Y.

The lecture which has been delivered 5,000 times and has brought its author \$4,000,000 is contained in the book, and with it is the story of Dr. Conwell's own remarkable career as soldier, lawyer, preacher, lecturer, and head of a great university. The lecture has shed a good influence upon tens of thousands of lives and the story of its phenomenal popularity and its author's life is like a romance. The book is glowing with human interest from beginning to end.

Elements of High School English. By Maude M. Frank, A.M., DeWitt Clinton High School, New York City. Crown 8vo., cloth, 290 pages. Price 75 cents. Longmans, Green & Company, New York.

Lays stress finely on three important things: (1) Persistent instruction in spelling, punctuation, grammar, and as well as written composition and practice in applying them, not omitting analysis and parsing; (3) dramatic effort in the classroom, for which four ten-minute plays are provided. "The subject matter for composition, both oral and written," says the author, "has been carefully chosen with the design of securing interest, for much experience has convinced the writer that the value of such work is in exact proportion to the zest with which it is carried on."

How to Add Ten Years to Your Life. By S. S. Curry, Ph.D., Litt. D., of the Boston School of Expression. Cloth, 133 pages. Price \$1.00. Boston School of Expression, Boston, Mass.

A companion volume to "The Smile." Emphasizes the cultivation of a joyous attitude toward life with a program of exercises for those who would live long and double

life's satisfactions. Some of the chapter headings are: "The Significance of Morning;" "Supposed Secrets of Health and Long Life;" "Program of Exercises," "Work and Play," and "Significance of Night and Sleep." W. F. M.

The Smile. By S. S. Curry, Ph.D., Litt. D., of the Boston School of Expression. Cloth, 150 pages. Price \$1.00. School of Expression, Boston, Mass.

A study of the smile is an act of expression. This interesting little volume by a noted author and teacher is described as an endeavor to furnish a key to self-study, self-control, and a help to a truer realization of the point of view of others. Such chapter headings as "Our First Experience," "Smile Or Frown," "Man's Elementary Language," "The Smile and Health," and "Ethics of Amusement" give some idea of the value of the book.

Selected Letters. By Stella Stewart Center, Instructor in English, Julia Redeman High School, New York City. Charles E. Merrill Company, New York.

Teachers who know the value of the letter-form as a medium for the teaching both of literature and of composition will recognize in Miss Center's 'Selected Letters' a most convenient book. It affords an introduction to the best of English letter-writers, by their beauty of style, their happy treatment of the everyday material of life, are perfectly suited to show the student the possibility of a literary handling of his own ordinary experience. It is a book that both student and teacher will enjoy. E. C. B.

College Sons and College Fathers. By Henry Seidel Canby, Assistant Professor of English, Yale University. Cloth, gilt top. 232 pages. Price \$1.20 net. Harper & Brothers, New York.

Here's a book about colleges and students and education that has snap and go in it. The first of the two essays opens thus: "It was a somnolent afternoon in May. There was a grass cutter on the college lawn outside, and a persistent oriole in the elms. We were on Browning; 'Childe Roland to the Dark Tower Came' was the lesson. As the application to life and idealism became clear, the mystery of the poem began to stir the men before me." The author has written with vim and swing of the college student, of the college professor, and the results achieved by their work together. Not only college men but every thoughtful educator will find the matter and the enthusiasm of this book stimulating, informing and delightful.

Latin for the First Year. By Walter B. Gunnison, Ph.D., Principal of Erasmus Hall High School, Brooklyn, and Walter S. Harley, A.M., Teacher of Latin, Erasmus Hall High School. 344 pages, \$1.00. Silver Burdett & Co., New York.

A new Latin text for the beginner, worthy to be placed alongside the other volumes of the Gunnison and Harley series. It is so planned that, while giving the pupil a thorough preparation for the reading of Caesar in the second year, it lays a substantial foundation for the study of other Latin authors as well.

Means and Methods of Agricultural Education. By Albert Leake, Inspector of Manual Training and Household Science, Ontario, Canada. Cloth, illustrated, xxiii+273 pages. Price \$2.00 net. Houghton, Mifflin Company, Boston, Mass.

This is one of the Hart Schaffner, and Marx Prize Essays in Economics, and is of profound interest as a thorough study and logically organized presentation of present day means and methods of agricultural education. Plans for improvement are outlined and new methods are suggested whereby rural schools may be more intimately adapted to rural needs. An intensely interesting and valuable book for those concerned with rural education.

Constructive Exercises in English. By Maude M. Frank, A.M., DeWitt Clinton High School, New York City. Crown 8vo, 164 pages. Price 50 cents. Longmans, Green & Company, New York.

This little volume contains a fine collection of illustrative and practice material for second year work in the high school. The interesting character of the selections and the high literary sources whence they are taken enhance their effectiveness for use in the study of rhetoric. The eight chapters have illustrations and exercises for the study of (1) Variety of Expression, (2) The Sentence, (3) The Paragraph, (4) Rhythm, (5) Narration, (6) Description, (7) Exposition, and (8) Argumentation.

Browning: How to Know Him. By William Lyon Phelps, Lampson Professor of English, Yale University. Cloth, 381 pages. Price \$1.25 net. Bobbs-Merrill Company, Indianapolis, Ind.

This richly interesting study has just been published in a series of "How to Know Him" books of which Carlyle, by Bliss Perry, and Browning, by Dr. Phelps, have appeared and a dozen others of the great masters of literature are either in press or in preparation. After a year's travel to the places the poet knew, Dr. Phelps wrote this book, in which he gives an account of Browning's life, an estimate of his character, his

theory of poetry, and more than fifty poems, each preceded by an interpretation. There is a frontispiece portrait of the poet, a list of the poems, and an index. It is an inviting and splendid gateway to Browning.

Teaching: Its Aims and Methods. By Levi Seeley, Ph.D., Professor of Pedagogy in the New Jersey State Normal School. Cloth, 12mo, 320 pages. Price \$1.25. Hinds, Noble, and Eldredge, New York.

A new book by an experienced educator and prominent writer on pedagogical subjects. Intended for Normal and Training Schools, Reading Circles, and Teachers' Clubs. The style is clear, simple, on-going—not like some texts that are hopelessly muddled by unspeakable metaphysical phraseology. Waste in Education, How Can Teachers Keep Progressive? Training Girls in the Household Arts, Are We Succeeding Efficiently in Education? and Normal Instruction in Our Schools—these are a few of the topics lucidly and interestingly treated.

Carlyle's Essay on Burns, with Selections from Burns's Poems. Edited with notes and an introduction by Wilson Farrand, A.M., Headmaster of Newark Academy. Cloth, lvii+122 pages. Price 30 cents. Longmans, Green & Company, New York.

An excellent edition for study. The Essay on Burns is followed by the concluding portion of Carlyle's lecture on "The Hero as Man of Letters," delivered a dozen years after his more elaborate essay on Burns appeared in the *Edinburgh Review*, affording an interesting comparison of the two. There are 20 pages of poems by Burns in their chronological order. Twenty odd pages are occupied by the very excellent introductions and nearly as many more by the suggestions to teachers, specimen topics, and examination questions. The notes, 25 pages, are placed at the end of the text.

Teaching Literature in the Grammar Grades and High School. By Emma Miller Bolenius, A.M., formerly Instructor in English, Central Commercial and Manual Training High School, Newark, N. J. Cloth, 337 pages. Price \$1.25 postpaid. Houghton Mifflin Company, Boston Mass.

This is an excellent book for high school teachers of English literature. It builds up sample lessons in full—dramatized teaching, life of author, approach to classic, recognition of essentials, drawing out full content, dramatization, etc. It gives concrete teaching suggestions—over 75 school classics; detailed suggestions for 20, questions in full on 29. It sketches history of literature—development of poetry, prose, types of

literature, and great writers. It Analyzes types of literature—differences, technique, examples, and gives teaching suggestions on each type. It explains technique in simple, comprehensible terms. It emphasizes laboratory method. It correlates literature with art, music, history, and composition. It covers college requirements. It humanizes teaching—aids in vitalizing class work. It is based on practical experience in actual class work in public school, private school, and college.

Read's Salesmanship. By Hailan Eugene Read. Cloth 296 pages. Price \$1.00. Lyons and Carnahan, New York, N. Y.

A book of fifty lessons designed for young men or young women studying the commercial branches. It treats salesmanship quality as a foundation factor of business success. While treating this phase with thoroughness, attention is given also to credits, collections, business ethics, and other factors related to salesmanship. "In many schools where it has been taught," says the writer of the foreword, "the business houses of the community have formed the habit of calling upon the school for young salesmen just as they have always called upon them for bookkeepers and stenographers."

Effective Business Letters. By Edward Hall Gardner, Assistant Professor of English in the University of Wisconsin. Cloth, 376 pages. Price, \$2.00. The Ronald Press Company, 20 Vesey St., New York, N. Y.

A good business letter is just good manners, good business sense, and good English set down on paper. There is no difference, so the author safely contends, between "business English" and good English. He acknowledges his debt to the good writers of the business world and to the successful firms who have allowed him "to study and use their correspondence and quote from their experience." Another fact that gives to the book the weight of practical authority is, that it was developed from actual work during the past five years with classes in a course of commerce at the University of Wisconsin. It is a fine book for the business man to have for study and reference, and of course it is eminently well suited for use in commercial courses; but in the reviewer's judgment it would prove vastly beneficial in the regular courses of English schools and colleges. Few pupils become writers of books or workers on newspapers, but these and all others need to know how to write a good business letter; and such useful training as would come from a course of study and instruction in a book like "Effective Business Letters" should not be denied them.

State School News

SCHOOL NEWS BRIEFS.

The Cedar Grove rural school in Olive Township, Iredell County, is lighted by electricity and also has running water installed.

The cash prize of \$5 offered by the art department of Salem College for the best book plate design to be used in the college library was won by Miss Melissa Hankins, of Winston-Salem.

Superintendent R. M. Gray is making an effort to have each school in Iredell County put up conspicuously a neat sign board having the name of the school, the township, and the district painted on it.

Ledford Hall, a thirteen year old boy of Rowan County, is the champion corn grower of North Carolina among the corn club boys. His acre produced 142 bushels at a cost of \$15.93. The net profit is estimated at \$125.46.

Dr. J. G. Caldwell, president of the Atlantic Christian College, Wilson, N. C., for the last nine years, will move to Des Moines, Iowa, where he has been elected dean of the college of the Bible of Drake University.

Kittrell College, a negro educational institution, at Kittrell, N. C., has received a gift of \$12,500 from the Dukes, of New York, for educational purposes. This fund is pledged upon the condition that an equal sum be raised from other sources.

Mr. T. E. Browne, in charge of the Boys' Corn Clubs, says that the total production of the boys (37 per cent) who reported was 70,040 bushels, the average yield was 53 1-2 bushels per acre, the average cost of production was 43.4 cents a bushel, and that fifty of these boys made yields of 100 bushels or more to the acre.

The death of Prof. G. C. Briggs, superintendent of the Hendersonville city schools, indicts upon the teaching profession of North Carolina the loss of one of its oldest and most distinguished members. The funeral services at Hendersonville, Friday morning, January 21, were attended by the entire school in a body.

Three hundred and twelve high schools in 93 counties of North Carolina have enrolled with Secretary E. R. Rankin for the approaching contests of the High School Debating Union. The triangular debates will be held throughout the State on March 31st, and the final

contest for the Aycock Memorial Cup will be held in Chapel Hill April 14th.

At a recent meeting of the Severn Betterment Association the treasurer reported that the lighting plant installed in the school building several months ago was paid for and there was a balance of \$8.87 in the treasury. Thirty song books were ordered for the use of pupils and teachers in the Chapel exercises. Plans were discussed for another play to be given early in March.

Dr. Charles Lee Raper, dean of the graduate school and professor of economics at the State University, has recently accepted the chairmanship of a permanent committee on tax education, which has just been organized by the Southern Conference for Education and Industry. This committee is to wage a campaign throughout the Southern States for a more equitable and efficient system of assessment and taxation.

Open the A. & M. College to Women.

Mr. W. J. Peele, of the Raleigh bar, writes to the News and Observer suggesting that the A. and M. College at Raleigh be open to women. He concludes his suggestion with the following:

"It is true that we have the Greensboro Normal and Industrial College, but what we need is an institution or department in an institution where women can study dairying, poultry-raising, horticulture, agriculture, and farm economics. On these subjects it is more important to educate and train the women than the men, because the women are going to remain in North Carolina, while the best graduates of the A. and M. College are constantly leaving the State in one unceasing stream. The same is doubtless more or less true of graduates from other institutions of instruction in the State, but their emigration may not so directly affect our material prosperity. The war between the States developed what some never knew till then, that there was many an excellent farmer among the wives and daughters of the Confederate soldiers."

TEST SEED CORN IN SCHOOL

—Work has high educational value—interests pupils and parents—increases corn yield—especially needed this year. Seed corn situation critical in Northern corn belt. Corn booklet, Paper Rag Doll Tester, and one Corn Stencil sent free. Corn charts or slides furnished for express charges to and from Chicago. Address Educational Department, International Harvester Company of New Jersey, Chicago.

War and Education

The European War has revolutionized our interest in Geography. The War with its effect upon American trade and American interests imperatively forces the American people to pay attention to geographical information. And this pertains not only to the geography of Europe and Asia where the war is raging, but also to South America in whom our nation has suddenly become very much interested.

Peabody College offers eight courses designed to prepare men and women to supply the new demand for teachers of geography.

Here teachers may then obtain adequate training to fit them to teach geography in elementary or high schools. Here also supervisors and critic teachers and superintendents who are responsible for the teaching of geography in city school systems may obtain the preparation they need.

In addition a limited number of mature teachers are offered the opportunity to specialize in geography,—graduate courses in geography being given by Peabody College and in geology by Vanderbilt University (across the street).

Students may enter the College at any Quarter and will find courses open to them in every department.

The Spring Quarter extends from March 29 to June 14. The Summer Quarter is composed of two terms: the first extends from June 15 to July 21, the second term from July 22 to August 25. Degrees of B.S., M.A., and Ph.D.

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The undergraduate colleges, the graduate schools, and the professional schools provide courses in Arts, Literature, Science, Commerce and Administration, Law, Medicine, Education, and Divinity. Instruction is given by regular members of the University staff which is augmented in the summer by appointment of professors and instructors from other institutions.

Summer Quarter, 1916
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Detailed announcement will be sent upon application to the

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New Home for Dr. Herty.

Dr. Charles Holmes Herty, head of the department of chemistry in the University of North Carolina, has been notified of his re-election as president of the American Chemical Society for the coming year.

Presidents of the American Chemical Society are nominated by the balloting of the 7,500 members of the society. The names of the four receiving the highest number of votes are then submitted to the council of the society, which consists of 108 members. The council chooses the president from those four leading candidates.

Dr. Herty's policy during the past year of his presidency has been devoted to the development of National self-containedness in the chemical industry.—Ex.

Concerning School Boards.

The Greensboro News recalls that something likely will be done in regard to the election of county school boards, and thinks the Republicans may decide to make that an issue in the next campaign. They will make it an issue, we may be sure, and it is more than likely that the Democrats will have to face it.

The Record hardly believes that members of the county school board will be elected by popular vote in a long time, if ever. Sentiment is not tending to longer ballots, despite the efforts of some politicians and other people who are more sincere in their

KEYS AND TRANSLATIONS

bought, sold and exchanged. Send list for prices.

Teachers wanted for fall term. New Manual and Register sent on request.

Sheridan's Teachers' Agency,
Charlotte, N. C.

efforts to promote the cause of popular education. As the News says, Dr. Alexander delivered himself against the long ballot and in favor of the short ticket, and certainly the thinking men will not want to make it easier for the politicianist to control school affairs.

But a change undoubtedly is coming, and the Record expects that the friends of education will hit upon a compromise that may be better than the present plan of legislative appointment. Since the county commissioners are directly responsible to the people for the administration of the affairs of the county, and since the people are more directly interested in the election of good commissioners than of members of the general assembly—though we do not attempt to make any unfavorable comparison—it might prove a wise course to confer on the commissioners the power of appointing the county school board.

As a general proposition the conferring of additional power on county commissioners ought to prove beneficial, if a change is to be made, although we are not disputing the contention that the people are capable of electing all officers. What we

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would guard against is partisanship and the effects of local disputes that might tend to handicap any board charged with the administration of school affairs.—Hickory Record.

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Progressive Asheville.

On November 9, Asheville voted by a majority of 305 of the qualified voters a bond issue to the amount of two hundred thousand dollars (\$200,000) for a high school building. The high school students took an active and prominent part, both in the campaign and on election day. During the campaign a poll of the city voters was taken by the students. Also, they ran a series of letters in the local papers on the needs of the building, which letters were prepared by the English classes. On election day the students were organized into squads and sent to round up the indifferent voters. They were highly complimented by the campaign manager who stated that he had never seen more intelligent or effective election work done.

In writing of this election, Superintendent Howell said:

"I call this election epochal because it is the first time that any North Carolina community has ever voted such an amount of money for schools at any one election and for any one building. And as a result the first fire-proof school house in the State will be erected. The bonds have already been sold and brought a premium of \$12,750, which I am informed is the largest rate ever paid for North Carolina municipal bonds. As the city already has a large and magnificent site, the entire proceeds of the bonds will be available for the building itself.

"We intend to provide for both a junior and a senior high school. Our seventh grades are already taught departmentally in other buildings. They will be transferred to the new high school building and organized with the eighth grade into an inter-

mediate or junior high school. Our membership in the 7, 8, 9, 10 and 11th grades for the current session will be 675. We intend to provide for 1,000 students in the new building."

Wilson and Iredell Make Appropriations for School Inspection Work.

Wilson and Iredell Counties are the next to take up medical school inspection work. At a recent meeting of the Wilson County board of commissioners an appropriation of \$400 was made whereby all the white schools of the county may have the benefits of the medical school inspection work which the State Board of Health proposes to give. The work will start probably not later than the first Monday in February and will be under the direction of the State Board of Health. A telegram states that Iredell County has voted to have medical inspection for her schools, but that the work will probably not begin until the fall.

The Craven County School News appears with the dating of January, 1916, as Volume 1, Number 1. Superintendent S. M. Brinson states the mission of the paper to be that of

Government Positions for Teachers.

All teachers both men and women should try the U. S. Government examinations to be held throughout the entire country during the Spring. The positions to be filled pay from \$600 to \$1500; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. G229, Rochester, N. Y., for schedule showing examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

furnishing the people of the county information regarding their schools and supplying a medium for the exchange of views and experiences. A copy is to go into every home in Craven County. The first issue is neatly printed and well arranged and alive with Craven County school news. It contains four pages, four columns to the page, and will be published monthly.

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The lessons in oral and written composition in the **Modern Course in English** are based upon material taken partly from the best child literature of modern times, partly from studies in nature, and partly from the experiences and achievements of the children in public schools. A wide range is given to these subjects: the boy scouts, the camp-fire girls, the corn clubs, the canning clubs, the school improvement societies, and all the latest movements in school and home activities.

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Wilmington and New Hanover Make Splendid Showing in Health Work.

The city of Wilmington and New Hanover County during the past five years they have demonstrated in a fine example, first, the value of an efficient whole time health officer; second, the health is purchasable and money invested in health work pays handsomely; third, that the death rate for any town or community is a reducible factor, and fourth, that co-operation is a most essential element in the accomplishment of health returns.

According to a resume given by Dr. Chas. T. Nesbitt, county health officer, which embraces reports for each year since 1911, the death rate has been reduced from 29.43 per 1,000 population in 1911 to 16.4 in 1915. Another notable fact is that smallpox has been entirely wiped out, not a case having occurred in the city or county last year. During 1910 and 1911 nearly as many as 800 cases were reported.

The past year in the city's and county's health work, according to the report, was remarkable from many points of view. A school nurse and a food inspector were employed for whole time services. A modern abattoir, a reduction plant, modernly equipped meat markets and dairying methods were installed. Medical inspection of county and city school children including the colored school children was begun and is now in successful operation. Both the city and the county are enjoying the fruits of their labor—better health, calm homes and a low death rate.

Progress of the Higdonville High School.

Higdonville has the record of sending out more school teachers than any other high school in Macon County. The people of the community charge the students eight dollars per month for board. There are also such natural advantages as pure water, fresh air, and the absence of the hurry and bustle of city life, since it is eight miles from the nearest town.

Prof. R. L. Madison is the new principal, and his first fall term had an enrollment of 40 high school students.

More than \$100 has been raised this year from entertainments. New desks and new lights have been put in, and another room is to be added for high school work, which will require another high school teacher. An auditorium is expected to be ready by the fall of 1916.

Jan. 5, 1916.

E. M. M.

Citizens of Cary are at work to form a rural credit union. Durham and Mecklenburg counties have already organized credit unions.

SOUTHERN

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TWENTY-NINTH SESSION, JUNE 13-JULY 28, 1916

The twenty-ninth session of the Summer School for Teachers will open on June 13th and continue for a period of six weeks, exclusive of registration and examination periods, closing July 28th. The days for registration will be June 13th and 14th.

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FOR WHOM COURSES ARE PLANNED—Professional and Cultural Courses are planned for

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2. Teachers of Grammar Grades.
3. High School Teachers and Principals.
4. Teachers of Special Subjects.
5. County and City Superintendents and Supervisors.
6. Candidates for Admission to College who wish to make up deficiencies in entrance requirements.
7. Teachers who expect to make the State Examination for Professional Certificates in July, whether applying for the original certificate, renewal, or additional credit.
8. College and University Students who desire to earn extra credit towards the A. B. degree.
9. Students, Teachers, and others wishing to pursue Professional and Cultural Courses leading to the A. B. and A. M. degrees.

COURSES FOR COLLEGE AND UNIVERSITY CREDIT—Many of the courses offered count for credit towards the A. B. and A. M. degrees. Graduates of standard Colleges may, in four summers, complete work leading to the A. M. degree. To undergraduates the opportunity is offered to pursue courses leading to the A. B. degree.

EXPENSE—Reduced rates will be offered by the railroads. Other expenses, including registration fees, room in college and good table board at Swain Hall, need not exceed from \$35 to \$45 for the entire term.

WRITE FOR COMPLETE ANNOUNCEMENT—A Bulletin containing detailed information as to the courses offered in the various departments, the list of instructors, lecturers, etc., will be ready in March. This will be sent upon application to anyone interested.

For further information, address

N. W. WALKER,
Director of the Summer School, Chapel Hill, N. C.

GUILFORD TEACHERS' ASSOCIATION.

The January Meeting Addressed by Mr. Ireland, Mr. Millsaps, and Prof. W. C. Smith.

The regular quarterly meeting of the Guilford County Teachers' Association was held Saturday, January 15, at the court house. Devotional exercises were conducted by Mr. Chas. H. Ireland, a member of the Guilford County Board of Education. He made a strong talk to the teachers on their influence over others, especially the young people under their supervision. "I wonder," he said, "if the teachers of America appreciate the important possibilities put into their hands. The work of the Guilford County teacher is as important today as the work Paul committed to Timothy. You may send out from your school, from your community a life that will change the character of the whole world."

Mr. E. S. Millsaps, of Statesville, U. S. District Agent of Farm Demonstration Work, and a former school teacher, talked on the subject of teaching efficiency to the pupils. "The men and women of the next generation," he said, "are going to be what the teachers of North Carolina make them; the teachers must see the vision and direct this force aright."

Prof. W. C. Smith, of the chair of English at the State Normal College, addressed the Association on the teaching of English. His advice to the teachers on subjects to give children for composition work as well as a plan for writing and the language used was excellent.

Superintendent Foust asked that the reports of the Moonlight Schools be sent in at once even though the school is still in progress, together with any story of the work which has been done that would be of special interest. Several of the Moonlight Schools are still in progress.

Thanking the teachers for a \$20.00 gold piece which the Association gave

him during the holidays, Superintendent Foust said, "Upon my return after the holidays I found on my desk a remembrance from the Guilford County teachers. No body of people and no individual could have given me anything by way of remembrance that I appreciate so much as I did this, coming as it did from those with whom I have been laboring for the past several years."

The next regular meeting of the Association will be held on the second Saturday in March. The primary and grammar grade teachers will meet the second Saturday in February. The grammar grade teachers are expecting an address on the teaching of history by Prof. W. C. Jackson, of the Normal College.

The Southern Desk Company, Hickory, N. C., has recently brought out a new model desk that they call their No. 6. This desk is the very latest on the market, combines all the desirable features that any

desk possesses, and is eliciting much favorable comment.—Adv.

EAST CAROLINA TEACHERS' TRAINING SCHOOL.

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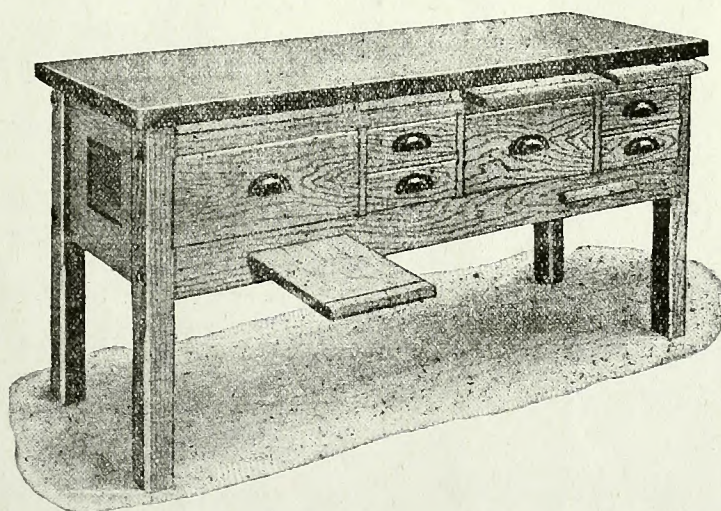
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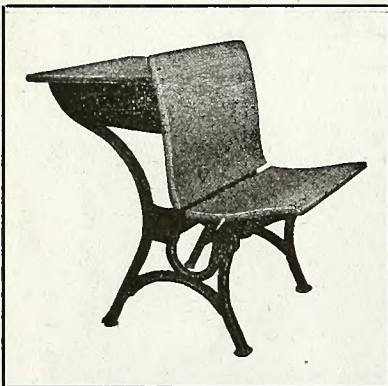
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A Journal of Education, Rural Progress,
and Civic Betterment

Vol. X. No. 7.

RALEIGH, N. C., MARCH, 1916.

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President Wilson's Tribute to the American Flag

As I look at that flag, I seem to see many characters upon it which are not visible to the physical eye. There seem to move ghostly visions of devoted men who, looking to that flag, thought only of Liberty, of the Rights of Mankind, of the mission of America to show the way to the world for the realization of those rights.

And every grave of every brave man in the country would seem to have upon it the colors of the flag, if he were a true American---seem to have upon it that stain of red, which means the true pulse of blood; that patch of pure white, which means the peace of the soul.

And then there seems to rise over the graves of those men and to hallow their memories that blue space of the skies in which swim those stars which exemplify for us the glorious galaxy of the States of the Union, which stand together to vindicate the Rights of Mankind.

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WILLIAM SHAKESPEARE AND THE TER-CENTENARY CELEBRATION

By E. C. Brooks.

Three hundred years ago in the little town of Stratford, England, lived a retired old actor and playwright, who had accumulated quite a fortune from his labors. Since that time the village, the river that flows by, and even every remaining old building or landmark that that old actor touched or visited have become famous and almost sacred, and the actor's name is honored whenever literature is read. Today more than two hundred millions of people who have been affected directly or indirectly by the labors of this actor-writer are requested to pay honor to his memory and offer tribute of praise for his great service to the English speaking world.

The Shakespeare Family.

William Shakespeare was born in Stratford and was one of a large number of children. The date of his birth is unknown, but the old records shows that he was christened in 1564. The country around Stratford contained a number of families by the name of Shakespeare, all of whom belonged to the middle or yeoman class. The father of the actor-writer was John Shakespeare, who followed many different occupations, according to reports. He was a glover, a farmer, a stock-raiser, and a butcher. It is barely probable that he combined a certain amount of farming with other trades. The fact that he was held in much esteem by his countrymen is proven by his holding the positions of alderman and later high bailiff, and because of this distinction he was called "Mr." Shakespeare. Therefore, William Shakespeare could boast that he was the son of one of the leading citizens of the community.

Stratford could boast of a Latin grammar school when "Mr." Shakespeare was high bailiff. And it is supposed that William together with his brothers attended this school and there learned "small Latin and less Greek." But his education was brought to a close permanently. "Mr." Shakespeare's fortune began to take a turn for the worse. He was unable to pay his town taxes, and his current expenses. His property was mortgaged and suits to recover were pressed against him, and the boys had to go to work. When this turn came in his father's fortune, William was about thirteen years of age. One biographer says that he helped his father in the butchers trade, killed and skinned calves, which he "would do in a high style, and make a speech."

Some Uncomplimentary Rumors

But whatever his circumstances were, they did not deter the young man from marrying quite early. He was just eighteen when he chose a bride. But Anne Hathaway, the maiden chosen, was eight years his senior. She was old enough to be sensible, and was so considered, but William was a minor and the good bishop whose duty it was to issue the marriage license, would not supply the

necessary document until William's father gave his consent. But the consent was forthcoming. However, the records show that on the day before his marriage the young man secured license to marry another woman, "Annam Whately de Temple Grafton." A good story is lost by not having the details of this episode. The imagination could easily invent a story, but the critics have labored earnestly to prove that this second entry was the result of an error in copying the name. Therefore we drop the matter since we are confident that the bride 26 years old was mature enough to control the youthful groom, 18 years of age. Anyway, he became a great man, and was the father of twins.

Two years after his marriage, however, he seemed to be leading a somewhat useless but tempestuous life. Some said he got into trouble poaching on the estate of Sir Thomas Lucy. Certainly, he found it necessary to run away from Stratford in order to escape the results of his misdemeanor. It is said that he afterward took revenge on Sir Thomas by satirizing him as the Joshua Shallow of the Merry Wives of Windsor "with the dozen white louses in his old Coat." But from the time of his runaway until he emerges as an actor and promising playwright in 1592, a period of eight years, his history is almost blank.

Some said he fled to London, leaving his bride behind and worked in various occupations, such as scrivener, dyer, printer, soldier, and the like. Others said that Mrs. Shakespeare followed him wherever he went and that he was for a time "a school-master in the country," and still others picture him earning a few pennies holding horses at the theatre door.

His Great Work.

About all we know is that he drifted to London, was admitted after a while, into a company of actors and so found his way to his true vocation as a writer of plays. What is clear in his biography is that by the summer of 1592, when he was twenty-eight years old he had emerged as a playwright of some note and had aroused the jealousy of at least one of the group of scholar poets. Then, the theatres were closed for two years on account of riots and the plague. In the meantime (1593) he wrote his *Venus and Adonis*, which he called "the first heir of my inventions." And from that time on mention of Shakespeare is frequent in many books and documents.

The company of actors of which he was a member played chiefly at two theatres which are famous today because of the association with Shakespeare's name, and this company, it is said, was by all odds the most successful company of its age, because of the excellence and the popular appreciation of Shakespeare's plays. We do not know the order in which the plays were written, but he continued in

North Carolina
State Library

active dramatist for more than twenty years, when he retired a rich man.

Shakespeare lived at a time of the Elizabethan age when a great national pride was developing. It was during the age of Drake and Hawkins and Sir Walter Raleigh and the Spanish Armada. It was the age when England was anxious to plant colonies in America, establish lines of trade on the high seas, and to be recognized as a world power. It was a time of great patriotism. Shakespeare, influenced by the growing patriotic spirit, began to dramatize for the stage the reigns of the English kings and in this way he taught the English people the history of their country. Nearly a third of his time was devoted to this kind of plays. Notice the number of historical plays. **Henry VI, Richard IV, Edward III, King John, Richard II, Henry IV, Henry VIII.** Other plays with a historic background are **Titus Andronicus, Julius Caesar, Macbeth, Hamlet, Anthony and Cleopatra, Coriolanus, Timon of Athens, Anthony, and Pericles.** Next to his historical plays are his comedies such as **Loves Labour Lost, The Merchant of Venice, The Merry Wives of Windsor, Much Ado About Nothing, As You Like It, Twelfth Night and Midsummer Nights Dream,** other plays are **Measure for Measure, King Lear, Troilus and Cressida, The Tempest, Romeo and Juliet,** etc. In all he wrote about 39.

Shakespeare's life in London was undoubtedly a very busy one, for to writing of plays he added both acting and management. His work was esteemed at court, and, it is said he frequently acted with his company before Elizabeth and James I. But in 1611, at or near the age of 50, he retired from the stage and bought a fine house and grounds at Stratford, his old home. There, where he had led a wild life in his youth and was compelled to flee from the officers of the law, he returned in his old age to close his life surrounded by the friends and scenes of youth and on April 23, 1616, he died.

Dr. J. Y. Joyner in announcing March 24th as the day for honoring the great poet says:

"One of the richest heritages of the English speak-

ing race is William Shakespeare and his immortal plays. With the exception of the Bible, they have probably affected English thought and English literature more than any other single influence. No American's education is complete without a reasonable acquaintance with these. This is the Tercentenary of William Shakespeare's death. It is, therefore, fitting that the school children of North Carolina, through whose veins flow, perhaps, the purest strain of English blood on this continent should turn aside to do honor to this great benefactor of their race, and this great moulder of its thought and literature. It can but prove most profitable for them to have their attention sharply called to his writings and to inspire them to a greater love and appreciation for these.

"At the request, therefore, of the Shakespeare Tercentenary Association, I am taking the liberty to set aside Friday, March 24, for the celebration of Tercentenary Shakespeare Day in all the public schools of the State in which the conditions are favorable therefor.

"If March 24 is not convenient for the celebration of the day, superintendents and principals are requested to select such day as may be most convenient.

"Superintendents and teachers are, of course, at liberty to modify the program as they may deem best for the good of the children. I urge, however, that the day be celebrated in as many schools as possible, for I feel sure that it will be a delightful and profitable break in the school work and that it can be made a social, intellectual and recreational inspiration." (The program referred to above is being prepared by Mrs. Lindsay Patterson and will be sent free from the State Superintendent's office.)

Taste in jokes is oftentimes a key to character. People who enjoy coarse humor are generally coarse themselves. Do not allow yourself to be amused by jokes that are in any way heartless or unrefined. It is damaging to character.—South Dakota Educator.

ESSENTIAL TRAINING IN ENGLISH

By Dr. F. C. Brown, Trinity College.

Before answering the question "What kind of training in English in the grammar school and in the high school best fits the pupil for work in English in college?" I should like to emphasize two facts: that the training in English which best prepares the student for the work in college best fits him also for his work in life whether he receives training in college or not; and that a mastery of one's native tongue is the prime requisite to success in any field of endeavor, for it is this mastery that enables a man to comprehend the thoughts of others, to think clearly and effectively himself, and to express his own thoughts so that others can understand them. The man who has keenness in understanding the thoughts of others as he sees or hears them expressed, who has mastered words and groups of words so he can think clearly for himself, and who can so express his own ideas that others **must** understand him has the greatest equipment that education can aid him in attaining; a man with such equipment can easily gain a knowledge of literature,

can understand science, philosophy, and life, and can make all his knowledge serve him.

The Real Problem.

If my conclusions are right, the real problem then is to help the pupil to a mastery of language—a mastery which must begin with practice in the interpretation of other people's thoughts. This process of interpreting is the very essence of reading: a pupil may be taught to "call words" with approved intonations of voice and graceful gesture and yet remain totally ignorant of the thought expressed in the words he utters; such practice however is not real reading. How much precious time has been wasted on most of us in such useless and foolish practice! If all teachers could realize the inestimable value of having the child interpret the thoughts expressed in all the words he calls and of thus forming in him the habit of true reading, they would solve the great problem in education, for the teachers would thus place in the hands of

their pupils the sole means of attaining knowledge—that means which the pupil often must find for himself, sometimes too late; teachers are so often misled, for it is so easy for all of us to think our students understand what they go over, when in reality they comprehend almost nothing unless we insist on an interpretation of all they go over and thus help form in them a habit of correct reading.

But the teacher should do more than help the pupil to a habit of real reading: he must help him acquire a vocabulary because the understanding of another's thoughts is conditioned absolutely on our possessing in our minds mental pictures corresponding to the words another uses and also because clear and effective thinking is greatly stimulated and helped by a thorough knowledge of words; therefore, in addition to having the pupil interpret fully all he reads, the teacher should have him define and explain as fully as possible the significance of each important word. This kind of work may seem to one who has done little of it dull and uninteresting; but I defy the live teacher in love with his work to try this sort of training by studying words carefully himself and supplementing the pupils' ideas with illustrations of his own to find even a small portion of his class uninterested. As a rule the pupils become enthusiastic and volunteer many illustrations of their own. That boy who has been led to form the habit of comprehending the words and sentences he encounters and has been led to appreciate the pleasure of mastering thought has been ideally instructed and given the key to knowledge.

Training in Grammar.

The ability to comprehend the thoughts of others and to think for oneself constitutes at least three-fourths of that mental equipment which means success, but there is another thing necessary,—the ability to express one's thoughts in such a way that others who hear or read his words **must** understand and comprehend his ideas, for a complete mastery of one's language means also the ability in the man to convey completely and easily ideas from his mind into the minds of others; consequently, the pupil needs training in the grouping of words, in sentence-structure—training in what is technically called grammar and composition. Although this latter training is the most mechanical part of that education which helps to make man a master of language, yet it is necessary, and it is in this part of the training that the teacher can be of most definite service because he has here material things to handle, words and sentence-elements, which are the material symbols of thought. Here again the teacher often wastes time and energy in giving entire attention to teaching the pupils facts concerning the nature of the various parts of speech, forgetting that the really valuable thing to know is the function that each word performs in the sentence; if, however, the pupil understands the part each principal word performs in a sentence, his training in grammar has been successful. But even this training is not enough: perhaps the work which counts for most in helping the pupil to a correct expression of thought lies in making him analyze sentences into their parts and helping him understand fully the function each part performs in the full rounded sentence.

A Mastery of What Is Taught.

I believe most teachers will agree that the pupil in the high school does not need more literature, but rather a more complete mastery of what is being taught; and many teachers of English in colleges would be more than willing to have even less literature taught in the high school if by that means they could have their students more thoroughly prepared in a mastery of language before they come to college. Quantity, that is, a little of many things in high-school training, was once the cry, but only those with dull ears have failed to hear the crash of that fetish, quantity, which happily took a final tumble years ago; the trend in education now is happily back to a sane condition, in which thorough training in a few things is reorganized by leading educators as the most helpful. But this craze for training in many things has so affected the system of training in English that in many high schools all over the country training in grammar has been so eliminated or decreased that almost all writers of modern textbooks in composition for students in college have included in their text extensive discussions of English grammar to enable students to do in college that work which should have been done in the grammar grades and in the high school, for all teachers of English recognize the importance of training in the fundamentals of English grammar and in sentence-analysis.

Briefly then I may summarize my answer to the query "What sort of training in English in the grammar grades and in the high school best fits the pupil for work in English in college?" as follows: It is that training which helps the pupil to understand the meaning and significance of each word he meets and to use the word in sentences of his own construction; which insists on constant interpretation of the thought of all he reads that he will form the habit of real reading and not of mere "word-calling; which teaches the pupil to understand the function each word performs in the phrase or clause and the function of each phrase or clause in the whole expression. Much of this training can be done, especially in the high school, as the classes study the assignments in literature.

HIS CONSCIENCE NORED.

A man had his purse stolen and unfortunately it contained a good deal of money. One day to his great surprise he had a letter from the thief, inclosing a small portion of his property. The latter ran as follows:

"Sir: I stole your munny. Remawse is noring at my consense, so I send sum of it back. Wen it nors agen I will send sum more."—American Legal News.

Home economics is now a recognized course of study in all agricultural colleges to which women are admitted. Thirty-one State universities offer regular courses in home economics, and most of the private and denominational colleges and universities now offer similar instruction. So important has the subject become in State public-school systems during the past two or three years that now practically every State normal school has a course in home economics for prospective school teachers.

SCHOOL ADMINISTRATION

WHAT CONSTITUTES A STANDARD SCHOOL?

I—IN MICHIGAN.

The Ohio Teacher recently published the following as the requirements for a standard school in the State of Michigan:

Yard and Outbuildings.

1. Ample ground of at least one-half acre.
2. Some trees and shrubs.
3. Good approaches to the house.
4. Two well-kept, widely-separated outhouses.
5. Convenient fuel houses.

The School house.

1. House well built, in good repair and painted.
2. Good foundation.
3. Well lighted.
4. Active interior decorations.
5. Good blackboards, some suitable for small children.
6. Heated with room heater and ventilator in corner, or basement furnace which brings clean air in through the furnace and removes foul air from room.
7. Hardwood floor and interior clean and tidy.

Furnishings and Supplies.

1. Desks suitable for children of all ages, properly placed.
2. Good teacher's desk.
3. Good book cases.
4. A good collection of juvenile books suitable as aids to school work as well as for general reading.
5. Set of good maps, a globe, dictionary, thermometer, sanitary water supply.

The Organization.

1. School well organized.
2. Classification and daily register well kept.
3. Definite program of recitation and study.
4. Attendance regular.
5. At least eight months school.
6. Discipline good.

The Teacher.

1. Education: The equivalent of a county normal course of a four-year high-school course.
2. Must receive a suitable salary.
3. Ranked by the county commissioner as a good or superior teacher.
4. Must attend institutes and teachers' meetings.

II—IN OREGON.

A standard school of the State of Oregon is described as follows:

Flag—Must be flying, weather permitting.

Schoolhouse—Properly lighted.

Equipment—Teacher's desk and chair; desks for pupils properly adapted and placed; suitable blackboards; window shades in good condition.

Heating and Ventilating—Jacketed stove properly situated, minimum requirement—window boards or some other approved method of ventilating.

Rooms—Attractive at all times.

Standard Picture—One new one, unless three are already in the room, framed.

Grounds—To be clean, free from paper, etc. At least three features of play apparatus. Walks, if necessary.

Sanitation—Pure drinking water, either drinking fountain or covered tank and individual drinking cups; individual, family or paper towels.

Outbuildings—At least two good ones, to be sanitary at all times and free from marks.

Teacher—Must maintain good order at all times; supervise the playground; have her work well prepared; follow State course of study; take at least one educational journal; have program posted in room; keep register in good condition; be neat in attire.

Library—Good selection of books from State list. Case for books. Books kept upright and in good condition and recorded according to rule specified by Oregon State Library and required by law.

Attendance—Average 92 per cent for year and not to exceed two per cent in tardiness for year.

Length of Term—Not less than eight months of school each year.

AN EXPERIMENT IN READING.

By Superintendent L. R. Alderman, of Portland, Oregon.

An experiment having for its object the fostering of a genuine interest in the reading lesson is being tried in the Portland schools with marked success. It is the plan of having the children read to each other something else than the reading book. The plan is very simple, but admits of many variations. As a beginning the superintendent requested each teacher above the third grade to substitute for the text-book reading lesson some bit of outside reading once a week.

In most instances the children were at first permitted to bring to the classroom anything to read that they chanced to be interested in. Their selections revealed a surprising variety of interests in some schools, in others deplorable limitations. A few children were chosen for each week to read to the others. Each one might bring a poem, a few paragraphs of prose complete in themselves, or a part of a longer composition, in which case the child was expected to give a synopsis of the preceding part, so as to make it intelligible to all the others. The plan has a threefold object: First, it provides a motive for good reading, because a child will naturally do his best to read in such a way as to interest others in the one thing he has selected as being most interesting at the moment to himself; as a secondary object, it provides a medium to the teacher for finding out a child's real interests, as shown through the things he voluntarily reads for himself. But the most important advantage in this method of selective reading lies in the fact that it enables the teacher to direct the voluntary reading of the entire class. For if the selection chosen interests the children they will want to read it again for themselves. If it be a bit of scientific information—and a surprising number of the boys' selections have taken a scientific turn—then other

boys will want to delve further into the subject. If a part of a story is read, naturally many will want to read the rest for themselves. If a poem that appeals strongly to them has been read many will want other poems by the same author. Ordinarily, school reading is a thing quite apart from the reading that a child does because it interests him.

One of the great disadvantages of sticking closely to the text-book is that the children acquire a habit of mechanically following the words on the printed page while some one is reading aloud, but in reality paying no attention to what is being read because they have already read it for themselves and know exactly what is coming. Oral reading, unless supplemented by silent reading, has also the disadvantage of retarding the rate of silent reading. The ability to do silent reading at a very rapid rate is an important asset to a student. The person who reads most rapidly gets the most out of what he reads because he grasps ideas as a whole instead of in broken fragments.

Statistical reports from the public libraries of Portland show that the new plan of reading has already tremendously stimulated the amount of home reading done on their own account by the pupils in the schools where this plan has been given special attention. In one school the selections first brought in by the pupils who were told to bring what they liked were mostly of humorous nature and not of a very high grade of humor. Many of the selections were in verse, nonsense rhymes and the like. The principal was quick to grasp the opportunity to lead the pupils into reading a better sort of humorous verse, and the branch library in the vicinity of this school has been besieged with requests for volumes of Riley, Holmes, Field and other writers of good humorous poetry. In this branch the librarian kept a record of the books asked for by the children of this particular school for a month, and at the end of that time, by going over the list with the principal, she was able to determine that out of an increase in circulation of 1,700 volumes over the same month of last year, most of the increase was of books directly suggested to the children during the heading lesson.—American Primary Teacher.

THE CHAMPION CORN GROWERS OF THE STATE.

Ledford Hall, age thirteen, and a native of Rowan County, is North Carolina's champion corn grower, according to Mr. T. E. Browne, in charge of the Boys' Corn Club work in North Carolina, who has just made his report to the United States Department of Agriculture at Washington.

Young Hall, who is a brother to Dudley Hall, last year's champion, is a flaxen haired, sunny faced boy, and takes the year's honors with a production of 142 bushels of corn, which was grown on an acre of his father's farm five miles from Salisbury. To produce the acre cost \$15.93, of which \$2.41 was spent for fertilizers. The net profit of the acre was \$125.46. This is the best record ever established by a North Carolina Corn Club boy.

The crop was started early in spring, and looked good from the time it was planted until it was harvested. The crop was a fast grower, and required very little cultivation on account of the unusually

good adaption of the acre to corn raising. Hall did all the work on the acre, except some of the deep plowing which was done before the seed was put in.

This has been a good year for the corn club boys of the State as well as for the adult farmers. Seasons have been rather favorable, although there was a little too much rain in the early part of last summer. Mr. Browne says that the total yield of the boys reporting was 70,040.4 bushels, which was raised at an average cost of 43.4c per bushel. The average yield per acre was 53.5 bushels, at a total cost of \$30,458.74.

According to the latest statistics, there are about 3,000,000 acres in corn each year, which yield a total production of 60,000,000 bushels of corn. If the adults would grow the crop with the same zeal and get the same average results that the younger set does, the yield would be 160,000,000 bushels.

Another gratifying fact in connection with the past year's work is the percentage of boys enrolled who have filed reports with the West Raleigh office. When the records were compiled for the 1914 report, it was found that only 21.3 per cent had reported, but for the 1915 crop 37.3 per cent had made reports.

Fifty boys of the clubs made 100 bushels and more last year, and an interesting fact is that the good yields were not confined to any one locality. In every county having members, there came a good report, which shows that North Carolina is a good corn State.

The average yield made by the boys throughout the State was 53.5 bushels.

The corn club boys of North Carolina represent one element of the students of the A. and M. College. For a week last summer, the boys were guests of Raleigh and the A. and M. College, and had an enjoyable and profitable meeting. Three hundred were present at the meeting, and attended classes as do the regular students which were held by different members of the agricultural faculty. Next summer a similar meeting will be held at West Raleigh.

THE COMMISSIONER OF EDUCATION NEEDS MORE MONEY.

The appropriations for the Bureau of Education for the current fiscal year amount to approximately \$120,000, not including printing fund and the appropriation for the schools of Alaska. Estimates submitted for the fiscal year 1916-17 are for approximately \$217,000, an increase of approximately \$97,000 over the amount for the current year. This includes an increase of \$38,150 for the investigation and promotion of rural education, industrial education, and school sanitation and hygiene; an increase of \$5,040 for the promotion of school and home gardening in cities, suburban communities, and manufacturing towns; an increase of \$5,000 for traveling expenses of members of the Bureau; and the following new items: for specialists in city school education, \$10,500; for the investigation and promotion of the education of exceptional children, \$8,800; for an assistant commissioner of education who shall be a specialist in secondary education, \$4,500; for specialist and assistants in secondary education, \$5,000; for specialists and assistants in commercial education, \$10,500; for specialists and assistants in education of civics \$4,800.

VALUE OF PIONEER STORIES IN THE GRAMMAR GRADES

By Dr. J. A. Lesh, State Normal College.

(Synopsis of a lecture to the Guilford County Teachers.)

One of your aims in the teaching of history should be the making of a devoted citizen by stirring the imagination.

I learned a great deal of history from a popular novel called "The Earth Trembled." That is the best description of the Charleston earthquake. If you want to study the Chicago fire, read "Barriers Burned Away." The best description of the Battle at Waterloo is not in history at all, it is in Victor Hugo's "Les Miserables." I remember when I first began the study of history the Indians came first in the book and a dream I had then makes me shiver yet. We lived out in the country in a great stone house and a big barn over the way, and the Indians got me and tied me to the barn and then went off and began shooting at me. I never was so glad in my life as I was when I waked up. Maybe you have had the same experience. My imagination was touched. United States history offers a splendid field for just that thing.

The Pioneer Stories

Tell the children the story of the pioneers. Some things appeal to me more than others and if there is one class I love better than anybody else it is the pioneers. There is something so whole-hearted and rugged about his soul that it gets into me and I can forgive him for all his meanness and crossness and inhumanity and I just admire the pioneer. Tell them the story of Daniel Boone and let them feel it. There are some things that stand out in Boone's life. When they went over in Kentucky there were three men, and the other men went home. After they left, Daniel didn't sleep in his cabin, he slept in the cane breaks so that if the Indians came to his cabin they could not find him. I don't see how he could have slept one year with one eye open, but he had to do it to keep the Indians from getting him.

I knew an old man in Indiana. He had gone out in the woods seventeen miles from a postoffice. The people, in those days before the coming of the railroad went to the store and postoffice and to the mill about once in two weeks. They had corduroy roads, and in March and April they couldn't travel over the roads at all because of the danger of the horses breaking their legs. That man has since gone over the same road in his own automobile in forty-five minutes. He was a Christian man all those years. I spoke at his funeral and I took for my text, "A prince and a great man has fallen this day." That man plowed newground without swearing.

We owe a great debt to the pioneers and the story of the pioneer is most charming, the most charming story of American history. It appeals to me from the standpoint of self-denial. When you are teaching history you are teaching something more important than wars and politics. I would try to show them a little of the life that the people lived, and I would give them the woman's side of it, too. I have a college mate who is preaching in Colorado and he tells me that the people drive 25 miles every Sunday to hear him preach, and I

say that they want to hear preaching mighty bad because he can't preach any better than I can. You think of the life of these women, many of them five miles from a neighbor. It may sound romantic, but I cannot say that it is romantic from the woman's side. They had only two things to break the monotony and one of them was a circus about once every year, and they would go about a hundred miles to see a circus and the other people who went. You see so much all the time that you are just satiated with it. You say, "I went to the picture show last night and it was so bum that I could hardly stand it, but I guess I'll have to go again tonight, I might miss something," but these people looked forward to the circus for months. The other thing was the old-fashioned camp-meetings they used to have. They just had a week of tremendous, downright joy. You wonder why you were so scandalously welcome when you went into their homes. It is no wonder to me. Their loneliness must have been the curse of their lives. I can assure you that joy came to these women when one of these things came along. No wonder that there were elements of manhood and womanhood that get into the fibre of their souls that made them something akin to the gods.

The Pioneer Woman.

Have you ever read about Peter Cartwright? You ought read "The Circuit Rider's Wife," and you will get some idea of it. That circuit was only three hundred miles long. The people planned for the day and nothing but fire or storm or earthquake could have kept them from the meeting. That in a way is what I am trying to show you, the tragedy of the woman's life on the frontier.

They used to have such different customs from what we have now. For instance, when a girl was married she had the privilege of choosing the text from which the preacher would preach the next Sunday. The girl that John Adams married was a rather high-spirited girl. Her father objected to John's coming to see her. He raised a pretty big fuss, but the kind of woman who was the wife of one president and the mother of another must have been made of some pretty good stuff. After her marriage she selected this text for the next Sunday morning's sermon, "John came neither eating nor drinking and ye say he hath a devil." Some of these customs are quite as worth while, at least I think so, as some of the political material that we teach them that they don't understand so well. These things take a very deep hold on the boys and girls we teach, and wherever we can get hold of these customs we should be sure to make a great deal of them. They are interested in the kind of schools the boys and girls of that time had and how they had to go to church. They had no fire at the churches in New England, and some good brother came along and suggested that it might be a good thing to have a little fire. The people thought that he ought to be burned at the stake—a man that didn't have enough religion to sit for five hours in a cold church didn't have much religion. The children want to know how the boys and girls studied and

what kind of punishment they had. They ask me these questions quite often. I should stress as much as I possibly could that side of it in order that I might have real live interest.

Do not make a history lesson a lesson in photography. In map drawing, the work should not be so accurate that it is a burdensome task, but the children should know approximately where all the

principal cities in the United States are. Don't spend too much time, but be sure that they know where the places are. I emphasize the home life of the people in United States history because it teaches us so much, and some of it is so very charming, the early home life of the South, that open hospitality that we have lost to a very large degree, and it would help us to get back into it.

MAGAZINE ARTICLES THAT TEACHERS SHOULD READ

How the World is Fed—This article appears in The National Geographic Magazine, January number. It is a practical analysis of the food supply of the world, of the relations of war and science thereto, and of America's great contribution to humanity's "market basket." All teachers of geography in the elementary and high school will find in this article very rich material to use in their classes.

Some of the important topics discussed are war and the use of canned goods, how new foods have been and are now being developed, how fruits and vegetables have been improved, the world's meat supply and the great packing houses, sea foods and the great fish eaters, the cereals and how they are cultivated in the different parts of the world, the manufacture of dairy products, etc. The illustrations are very elaborate and present a series of very valuable pictures.

Three Pioneer Women—The Outlook of February 9, contains an article with the above title. The three women spoken of are Clara Barton, Lillian D. Wald, and Anna Howard Shaw. The article gives only a brief comment on the life of each of these famous women. The real purpose of the article is to call attention to these recently published volumes, "The Life of Clara Barton," "The House on Henry Street" made famous by Lillian D. Wald, and the "Story of a Pioneer" or the life of Anna Howard Shaw. The article is well worth reading, and the reader may be stimulated to buy one or all of these three volumes.

Girls, Boys and Story Telling—This very interesting article appears in February Atlantic Monthly, and every teacher should read it. It is a study of child nature through the stories children tell. Three classes of stories are given: (1) Children were first asked to write stories of their own composing and of anything they pleased; (2) they were asked to tell a story but the subject was supplied; (3) in the third experiment, limits again were set, but of another quality. The first part of the story was given the children by the teacher, and they were requested "to bring it to any close that seemed inviting."

The article was written to furnish "some shadow of proof that woman's mind, before it is touched by custom, is readier and richer than man's." The teacher will find another value in the article and that is a suggested method for teaching story telling.

From Diaz to Carranza—(Review of Reviews for February.) Teachers of history and current events who desire a succinct account of the Mexican revolution from the abdication of Diaz to the leadership of Carranza will be pleased with this article. It is a "story of five years of misrule and insurrec-

tion" in Mexico, and the pitiable condition that Mexico is in today. The story is short, but it takes the reader rapidly over the Madero insurrection, the Diaz rebellion, the Huerta regime, the constitutional insurrection, the Tampico and Vera Cruz incidents, the South American meditations, the resignation of Huerta, and the recognition of Carranza. Any teacher of history should preserve this article for future reference.

The Murderers—This story by Ellis Parker Butler is a proof that the magazines have not lost the art entirely of finding a good short story. It appeared in The American Magazine for December, and is one of the best stories to read to children that has appeared in months. Young folks, and old folks will enjoy it. It is a story of three boys who thought they had murdered a man and how they acted. One of the boys tells the story in his simple, rambling fashion. If you can find the December number, by all means get it for this story.

The Measurement of Achievement in English Grammar—This article in December number of "The Journal of Educational Psychology" gives test "to measure knowledge of formal grammar." It's a very interesting exercise and teachers of grammar may derive some very helpful suggestions from this article. Principals and superintendents who wish to know the efficiency of the teacher's work should by all means study it. Tests and scales are good things if used in the right way. The article deals with scales for measuring usage and punctuation scale. The author concludes with a good estimate of the limitations of this test.

PRICE OF A FUR COAT.

Dr. Anna Howard Shaw, the suffragist, said at a dinner in Philadelphia:

"I'd rather see a woman wrapped up in politics than wrapped up in dress. It's less expensive, too."

"They talk a lot about these antis, these home bodies; but I was visiting such a woman once. It was about this time of the year, and the little daughter of the house began to read from one of her school books."

"'In winter,' she read, 'every animal puts on a new fur coat which—'"

"But the little girl's father turned pale, shuddered and snatched away the book."

"'Alice, be still,' he murmured hoarsely. 'Don't you know your mother is lying down in the next room?'"—Washington Star.

Deep, purposeful breathing in open air prevents the accumulation of fat, as it acts like a pair of active bellows on a furnace fire. It quickens the digestive processes, eats up food rapidly, and quickly gets rid of waste products.—Dr. William J. Cromie, in his new book, "Keeping Physically Fit."

School Room Methods and Devices.

SUGGESTED CORRELATIONS FOR MARCH

By C. H. Lane, Chief Specialist in Agricultural Education, U. S. Department of Agriculture.

The purpose of the material given below is to suggest some ways and means by which teachers in the sixth to the eighth grades, inclusive, may utilize home projects in correlating agriculture and farm problems with rural school work. It will be necessary for some teachers to adapt the work to their own particular needs and conditions.

Language Lessons—Reports of field observations, compositions on the value of clubs to the members, the schools, and the community, and the influence of clubs on increased production and on home economy. Letters of correspondence between club members of different schools. Record of practical work. Debate: The Boll Weevil is a Blessing in Disguise.

Reading and Spelling—The following are suggested for supplementary correlation reading: Farmers' Bulletins 205, Pig Management; 229, Production of Good Seed Corn; 241, Butter Making on the Farm; 287, Poultry Management; 408, School Exercises in Plant Production; 417, Rice Culture; and 533, Good Seed Potatoes and How to Produce Them.

List and assign new words for spelling exercises.

Drawing—Have each pupil prepare a drawing of his home farm, locating buildings, yards, barn lots, permanent pasture, orchards, streams, springs, woodland, roadways around or through the farm, crops as planned for the year, the prize acres and plants, etc. After an accurate outline has been drawn the map can be made attractive by filling in with seed, fiber, pictures of fruit, stock, farm implements, flowers, and houses at proper places on the map. On farms where a system of rotation is followed a set of maps should be drawn representing the location of the crops for each year of the course.

History—Study the history of the agricultural-club movement in your State and in other States. Collect and study data as to records of prize winners, methods employed by them, and value of prizes and advertising received by the winners. Study the systems of judging yields employed in your State and other States.

Geography—Prepare a map of the United States and indicate the States in which there has been club activity, the kinds of clubs, and prepare a statement in this connection showing the influence of the club movement on the school and farm work of each State. Also study the influence of clubs on increased production, crop marketing, home life, and health.

Arithmetic—Develop problems on the cost of farm fencing. Special attention should be given to the cost of constructing temporary hog and poultry fences. Exercises in this phase of the work should be developed for the benefit of the club members. Problems relating to the cost and value of grazing crops for hogs and poultry should be developed.

Excursions and Practical Work—The time that can be devoted to excursions should be spent in visiting the different club members' patches for the purpose of observing the methods and thoroughness of preparation.

Practical work for this month should consist in preparing plats and patches for planting the contest crops.

HOME ARITHMETIC FOR ASHEVILLE SCHOOLS.

The city schools of Asheville have for us in the schools a series of problems ranging from addition to percentage. These problems are intended to be used from the fourth to the seventh grade, inclusive, and all deal with fire prevention and fire drills. This work is so interesting that samples of the problems are published below:

Addition.

1. The Secretary of the Asheville Fire Department reports that during the year 1914 the loss from fires in the city was as follows: those due to bad chimney, \$1,432; those due to electire wires, \$21,840; those due to furnaces, \$2,545; those due to gasoline and oil, \$128; those due to flying sparks, \$1,816; those due to carelessness, \$5,075; those due to causes not well known, \$144,900. Find the total value of the property burned during the year.

2. The city of Asheville spent during last year \$81,817.83 in running the city schools, and about \$210,000 for all other city expenses. What were the total expenses of the city?

Subtraction.

3. If all the loss from fires could be prevented and the money used for school buildings; and if the city would at once build a fine high school building to cost \$175,000, how much money might still be left?

4. Asheville has just spent \$30,000 in buying more land for the "watershed," where our fine city water comes from. Is that as much as the fire loss of the year? What is the difference?

Multiplication.

5. If the fire loss should stay the same during the seven years that a boy is in the elementary school, how much property would be burned up in that time?

6. How much property would be burned up during the eleven years a boy is passing through both the elementary school and the high school?

7. During last year Asheville paved about 40,000 square yards of street at a cost of about \$2.25 a square yard. What did the paving cost?

Division.

9. If there were 25,000 people in Asheville and the money lost by fires could be divided out equally among them all, what would be the average for each person?

10. There were 4,396 pupils enrolled in all the

city schools of Asheville, last session. If that fire loss could be divided among them all equally, what would be the average for each pupil?

11. The city spent \$81,817.83 for the schools, last year, as stated in Example 2, and there were 4,396 pupils enrolled. What was the average cost for each pupil?

12. If the fire loss could be entirely prevented and all that money spent on the schools, how many children could be educated for one year? Use the answer to Example 11.

Percentage.

13. The total annual expense of running the city, apart from the schools, is about \$210,000. What per cent of that amount could be paid with the fire loss money?

14. The total cost of the city schools last year was \$81,817.83. That amount was what per cent of the fire loss?

15. The schools expense was what per cent of the city expense?

16. The expense of the health and street cleaning department was \$21,000. That was what per cent of the fire loss?



SPRING NATURE LESSON.

[The season of the year is almost here when teachers can prove to the pupils that seed have a way of traveling. Read the following selection and prepare several lessons from it.]

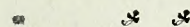
How Seeds Travel.

"Some seeds make journeys with wings, and others travel from place to place by attaching themselves to the clothes of men or the hair of animals; still others are transported by birds.

"The seeds of the maple tree are particularly interesting. They are provided with wings, and when they become detached from the parent tree a gentle breeze will carry them a considerable distance from the branch to which they were attached. There are many forms and modifications of the winged seed, as the linden, the horn-beam, the elm, and the pine. These are all common trees.

"Some seeds are also provided with parachutes, or umbrellas, not for protection from rain and storm, but for purposes of locomotion. The seeds of the thistle, the milkweed, and the dandelion—in fact, the seeds of all plants which have a cottony growth—are provided for these aerial journeys.

"Besides these, some seeds are provided with hooked appendages by which they can attach themselves to the clothing of men or the hair of animals, and so are carried from place to place."—From the August, 1915, St. Nicholas.



MEMORY SELECTIONS.

The following selections are for the children to memorize. Take two a week until they have all been learned. Use the morning exercise for teaching these selections.

The winter's shroud was rent apart—

The sun burst forth in glee,

And when that bluebird sung, my heart

Hopped out o' bed with me!

—James Whitcomb Riley.

Forgiving.

We speak in accents kind and fair
Concerning those who have departed;
We praise the ones who travel where
The shoreless seas are all uncharted;
But would it not be better still
To be a little more forgiving,
And cease so often to speak ill
Concerning people who are living?



Sowing Seed.

"Every one is sowing
Both by word and deed,
All mankind are growing
Either wheat or weed.
Thoughtless ones are throwing
Any sort of seed."



The Winds of March.

O, winds of March as you come and go,
What do you do, except to blow?
We melt the snow, we start the rain,
Then we bring the cold all back again.
But in the end, what do we do?
Why, we bring the spring and the flowers to you!



Smile awhile,
And while you smile, another smiles,
And soon there's miles and miles of smiles,
And life's worth while.
Because you smile.—Anon.



HELPS IN SPELLING.

Most of our primary readers have with each lesson a list of the new words, or the hardest words in it. Teachers make various uses of these words for teaching the lesson, or for language; but another use to which they may be put is to have them spelled orally by the children with book in hand, just as though they were reading.

It is a great eye-opener as to the cause of some of the poor spelling when you find that children cannot read the letters straight and that they call s, e, and m, n, and that when fi are joined together, they leave out the i entirely; many other childish misconceptions are disclosed, which are a daily surprise to the teacher. If they cannot read the letters of a word correctly, it is impossible for them to write it until they can. A little daily practice of this oral work under the teacher's guidance will soon make a marked improvement in spelling.—Primary Education.

II.

The following is a method of presenting the spelling lesson. On Monday morning a list of twenty words is written upon the blackboard in front of the class, and these are separated into groups of five. On Monday the children learn the first group of five words; on Tuesday these same words are dictated for spelling, and the second group of five taught. This process continues through the week until all the words are learned. The next Monday the whole list is review and a new list of twenty words placed on the board. In this way a large vocabulary is acquired during the year, but the mistake is never made of assigning too many words for a lesson. It is a great advantage, also, to have the words before the eyes of the pupils for a whole week.—Journal of Education.

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Superintendent R. H. Latham, of Winston-Salem, and his associates are making a survey of Forsyth County, touching social, economic, and educational conditions.

Does any one know how many "County School Bulletins" are being published Craven is the latest county to come forth.

We have one suggestion to make to the editors of the county school bulletins, publish every week, if possible, samples of some of the best work done in the county: examples teach more than "fundamental principles."

The Woman's Betterment Association is still a very live organization in some sections. It is not as vocal as it once was, and in some places it has lost its identity, but its work is still as great and as productive of results as it ever was.

Are you going to have a community fair this year? The seven schools of Dismal township (nothing in a name) in Sampson County had a fair at Clement School December 17 that drew the biggest crowd ever known in that neighborhood. And one of the visitors wrote that "the exhibits were a perfect revelation of the versatility of this farming communi-

Housekeeping cottages, in which the students obtain actual practice in household work, are a prominent feature of current progress in home economics, according to a report issued by the Department of Interior through the Bureau of Education. "The practice house is as distinctly a legitimate part of the equipment for teaching home economics as the sewing machine, ironing board, or individual desk with its cooking utensils," declares the report.

FOUR SUPERVISORS FOR WAKE COUNTY.

Reports from Wake County indicate that Superintendent D. F. Giles is accomplishing things. As the Raleigh correspondent to the Greensboro News says, "Wake's new County Superintendent put

his school administration high among the progressives yesterday." This praise was inspired by the action of the county board in providing for four supervisors instead of two. Superintendent Giles persuaded four schools—Garner, Wakelon, Wake Forest and Wendell, to employ one supervisor of elementary work who would spend a week each month in one of these schools. Four other schools, Apex, Cary, Fuquay Springs and Holly Springs, employed the second supervisor who is to divide her time equally among them.

TEAM WORK IN PENDER COUNTY.

Pender County, through its efficient superintendent, Mr. T. T. Murphy, with the assistance of Mr. C. O. Fisher, principal of the Burgaw High School, is solving the problem of training teachers while in service by the township meeting plan which has been in operation there for a year or more. The work of the county is based on the reading circle plan and is divided into sections which are supervised and directed by the superintendent and Mr. Fisher. The meetings are held on Saturday and in this way more meetings can be held than by the general monthly meeting plan which is adopted in many counties. Moreover, general meetings are also held in Burgaw at frequent intervals when the work of the entire county is discussed. The plan is proving effective and enthusiasm over the work is general through the county. Superintendent Murphy is doing an excellent piece of work in Pender and Mr. Fisher is rapidly developing into an educational leader of prominence.

THE NEXT TEACHERS' ASSEMBLY.

Thanksgiving week was again selected as the meeting time of the next Teachers' Assembly. The session will be held on Wednesday, Thursday and Friday, November 29, and 30, and December 1.

The decision was reached in the meeting of the Executive Committee in its first session in January.

Raleigh was also selected as the meeting place. The decision was unanimous after a careful examination of the complaints made against the hotels. There was no evidence whatever to show that the hotels had raised their rates, and the hotel proprietors offered to turn their books over to the committee for a thorough investigation if any member of the committee was in doubt. It is so easy to kick. But the school men were given a square deal and there were no grounds for complaint. If so, new evidence must be supplied. Therefore, the members of the Assembly should silence Mr. Kicker next year unless he is willing to send a bill of particulars along with his sudden and violent extension of his pedal extremities.

The program committee, after discussion, decided that the central theme for the next meeting should be the qualification, professional preparation, uniform examination and certification of teachers.

THE MAY-DAY PAGEANT OF THE STATE NORMAL.

The State Normal College has arranged an exceedingly attractive and praiseworthy May-day fete. It is the most tremendous of its kind in America and this is the second occasion of its presentation. An account of the first performance says:

"Four years ago the students of the State Normal College presented to the State an old English Mady-day fete. In preparation for this event they lived for months in an atmosphere of those things which are solidly simple and wholesome. Outdoor rehearsals brought them very near to nature's heart, and Mother Earth's daughters of the twentieth century received from her as much as did her son of the age of myths, who was unconquerable until Hercules held him aloft that he might no more receive the strength which his mother's touch conveyed. The girls developed a power that astonished themselves, which was perhaps but the realization of the dreams which had led to that particular form of pastime and entertainment. The pageant then presented was the first of its kind in any Southern State, and so far as ascertained the largest college pageant which has yet been given in America. So gratifying were the effects upon both students and faculty, and upon the thousands of friends who witnessed that fete, that the board of directors gave it their unqualified indorsement, and the college authorities decided that it should be repeated at intervals of four years."

It is announced that the time of the pageant this year will be the same as that employed four years ago—the keeping in true holiday spirit of the old English May-day. The authorities in charge should make the occasion of State-wide importance. The city schools and State high schools should catch the spirit.

THE FOUNDER OF THE MOONLIGHT SCHOOL IS DEAD.

Mr. J. D. Ezzell, the originator of the moonlight school in North Carolina, died January 30. His students and intimate friends remember him as a schoolmaster who made education popular and instruction valuable, but the State will remember him because he inaugurated the night school for adults, which he conducted on moonlight nights and in which he taught illiterate old men and women how to read and write. The story of his accomplishments soon became known in every county in the State and recently a State-wide campaign has been conducted to make the "moonlight" school serve every district in the State. The results are marvelous, and form a distinct chapter in the State's educational history.

Mr. Ezzell was born fifty-nine years ago in Wayne County. He was educated at Trinity College and chose teaching for his profession. After having taught in Sampson and Harnett Counties for a num-

ber of years he was elected Superintendent of Public Instruction of Harnett County, which position he filled until August, 1915. So greatly beloved was he by his former pupils and teachers who served under him that immediately after his burial, a number of teachers and pupils assembled and decided to erect a monument to his memory.

THE INAUGURATION OF PRESIDENT CHAS. EDWARD BREWER.

The educational event of the past month was the inauguration, February 3, of Dr. Charles E. Brewer as President of Meredith College. The exercises were simple but very appropriate and impressive. The President of the Board of Trustees, Mr. W. N. Jones, presided. The opening address was made by President W. A. Webb, of Randolph-Macon College for Women. After which the retiring President, Dr. R. T. Vann, presented the President-elect, whose inaugural address gave a definition for a church college in such terms as to make it undoubtedly a necessary part of our public school system. It was a strong address and should be published and distributed by Meredith College.

The higher institutions of the State and many from without the State were represented and brought greetings to their sister institution, and its new president. President W. L. Poteat, of Wake Forest College, spoke for Southern denominational schools and colleges. Dean May Lansfield Keller, of Westhampton College, for Southern standard colleges for women; Dean Bertha May Boody, of Radcliff College, for Northern standard colleges for women; President E. K. Graham, of the University of North Carolina for North Carolina State colleges; Hon. J. Y. Joyner, for the public school system of North Carolina; and Mr. John A. Oates, for the Baptist denomination of North Carolina. Mrs. Edith Taylor Earnshaw of the class of 1905 brought greetings from the alumnae; Miss Mary Olivia Pruette of the class of 1916, from the student body; and Professor L. E. M. Freeman from the faculty.

The exercises concluded with the singing of the college hymn, "Alma Mater," which was written by Dr. R. T. Vann. And it is doubtful if a college of the State has a song equal to it. Immediately after the exercises a delightful luncheon was served to the delegates present.

Cleanliness.

I own a pretty little house,
Each room is quite complete;
I like to keep it sweet and clean,
It must always be neat—
And do you know the house I own,
You cunnin glittle elf?
Why, you, too, own one just like mine,
'Tis just my clean, sweet self.

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

COURSE FOR 1915-1916.

LESSON VI--SUGGESTIONS FOR GENERAL COUNTY MEETINGS

(Based on the Study Clubs of Durham County.)

I.—Directions to Grammar Grade Teachers.

The feature of the next meeting will be reports of the use of the books, studied by the different clubs, and the use the students have made of the library. If you have been studying the life of Washington, or Lee or Franklin, or any other great man, be able to state your opinion as to what deeds or characteristics made these men great. If possible, consult more than one author and urge your pupils to do likewise. Next be able to report the effect of this work on your pupils. Don't be satisfied with the statement that it was "good," but relate some definite thing that warrants your drawing that conclusion.

You are supposed to be reading some good literature—one of Cooper's stories, or Longfellow's poems, or Hawthorne's stories. Be able to state what you have done with this literature in school. Did you derive any pleasure from the reading? Did your pupils derive any pleasure from your carrying the result of your study into the school room?

The third topic you are to study during the next five weeks is Nature. Barley's *Principles of Fruit Growing* is the book in general use. What success have you had so far with this subject?

A fourth subject I wish to call your attention to, and one that we should begin to consider, is the difficulties you have in teaching other texts. Bring a written request for information on how to teach other subjects, or how to solve any of the problems that confront you in your school work and we shall try to answer them in such a way as to help you on in your work.

The February meeting should be the liveliest one this year, and come prepared to take part in the discussion and to report progress.

II—Directions to the Primary Section.

Besides the regular assignment of Chapter V on Some Specific School-room Uses of Story-Telling in *How to Tell Stories*, teachers are expected to hand in programs of opening exercises that were used in their rooms or schools the week preceding the meeting. Include the song, stories, dramatization, poems memorized, in fact everything that was done.

Each teacher is expected to tell a story, some one of the stories in *How to Tell Stories*, a Bible story or from any other source, provided it is a story that you have used in your regular work.

III.—Directions to High School Teachers.

In what respect is the work in your high school valuable to the community? Are you satisfied with your course of study? What changes do you think should be made in it? Are you perplexed over any part of the high school work? The answers to these questions should be considered very carefully before the next general meeting. Consider this question also: Do you think it would be better for the

high school teachers and principals to meet on a different Saturday from that of the general teachers' meeting?

The high school teachers should be prepared to report on these questions: What outside studying are you doing to improve your efficiency as a teacher of the subjects that you are now teaching? What assistants do you need? What per cent of the pupils are really taking interest in your work? How much outside material do you add to the text-book work? Are the students doing any parallel work?

Read This Chapter in Brigham's Geographic Influences.

Geography and American Destiny, Chapter XI, of Brigham's *Geographic Influences* is very good and well worth your careful study. The author says that "The geographic conditions for American growth seems to have been perfect." Why is this true? The author says that these conditions are unique in history and they need "the perennial support of the basal moral qualities to insure our country unfailing leadership among the nations." Can you prove this from the author's argument? Study this chapter very carefully. Teachers who have not read the first chapters in this book should do so without delay.

Reading in "The Teaching of Geography."

On page 174 the author discusses "Geographic Basis of Commerce." In what way is this topic related to the reading assigned in *Geographic Influences*?

On page 176, his topic is discussed "Commercial Geography in the Upper Grades," and following this topic is "Special Courses in Industrial and Commercial Geography." Read these topics carefully and follow the suggestions in studying the lesson assigned in Brigham's *Geographic Influences*.

Read Chapter XV. Notice especially "How to Outline a Series of Lessons," page 196. How often do you prepare an outline for the study of geography? This chapter should be carefully read this week. Next week further attention will be called to this chapter.



MORNING EXERCISES IN WHICH STORY TELLING IS EMPLOYED.

By Mrs. M. D. Herndon, First Grade East Durham.

Monday.

Songs—Good Morning to You, Father, We Thank Thee, Jesus Bids Us Shine, The Little Eskimo.

Prayer—The Lord's Prayer.

Morning Talk—On Bad Colds and Pneumonia. (1) Causes. (2) Danger. (3) Prevention. Names of those who kept well during month of January, and were present every day.

Bible Story, told by a pupil—The Boy in the temple.

Poem, recited by a pupil—"How Can a Little Child be Merry."

Tuesday.

Songs—Good Morning to You, Father, We Thank Thee, Jesus Loves Me, Jaeky Frost.

Prayer—The Lord's Prayer.

Morning Talk—On New Month. (1) Number of days. (2) Extra day. (3) Third month of winter. (4) Weather. (5) Nature's and man's provision for cold.

Poem, by pupil—"Come Little Leaves."

Story, by pupil—"The Gingerbread Boy."

Wednesday.

Songs—Good Morning to You, Father, We Thank Thee, Jesus Feels So Sorry, America (first stanza.)

Prayer—The Lord's Prayer.

Morning Talk—On Our Country, preparatory to teaching first stanza of America. (1) Name. (2) Meaning of freedom. (3) Death of forefathers for freedom. (4) Settlement of Pilgrims referred to. (5) Love of liberty. (6) Singing of stanza.

Poem, by pupil—"Little Boy Blue."

Story, by pupil—"The Little Red Hen."

Thursday.

Songs—Over There the Sun Gets Up, Father, We Thank Thee, I Wash My Hands This Morning, Jesus Feels So Sorry, America (first stanza.)

New Story—Samuel, followed by questions relating to story.

Bible Verse to Remember—Children obey your parents, for this is right.

Poem, by pupil—"Twinkle, Twinkle, Little Star."

Rhymes, by pupil—Jack be Nimble, Jack and Jill. Story, by pupil—"The Star Dollars."

Friday.

Songs—Good Morning to You, Sing a Song of Seasons, Jesus Loves Me, America.

Prayer—The Lord's Prayer.

Morning Talk—On sheep, shepherds and lullabies, preparatory to teaching "Sleep, Baby, Sleep."

Story, by pupil—"The Three Bears."

Poem, by pupil—"The North Wind Doth Blow."



PLAN OF A HISTORY LESSON.

By Mrs. Viola Young.

One of the lessons that my pupils seemed to enjoy best was one which treated of the causes, direct and indirect, which led to the Civil War.

In the teaching of this lesson I used a large U. S. map. The class discussed the geographical conditions which made the great distinction between the North and South, how the climate and the swift flowing rivers and rapids determined manufacturing to be the chief occupation of the North and caused the people to live more in cities and towns. They compared these conditions with the warm climate, fertile soil, sluggish rivers and more densely populated rural districts of the South, where agriculture was the chief source of wealth.

Next we discussed slave labor, why more profitable in the South, its effect on the social conditions; why, owing to the mountains of Virginia and Maryland, parts of these States sided with the North and part with the South. The geographical conditions causing a division of sentiment in Kentucky was also talked about, and children were led to see why we did not have a solid South and why slavery was limited.

The pupils before reading further were asked to give their ideas as to what difficulties the South would have, when cut off from the North, of equipping her soldiers with guns, ammunition and clothing—of shipping her cotton—and just how much the cause and outcome of the Civil War was due to the geography of the country.

We talked of the rivers of the South and traced them, and what effect their running into the heart of our country meant to the North—the effect of joint ownership of the Mississippi as a great commercial water route.

After this discussion I did not find it difficult to interest the children in what sometimes proves to be dry and uninteresting details. They were eager to read further and see if their surmises were correct.

A GOOD MAP-STUDY LESSON.

At the beginning of the year, my pupils had a very small knowledge of maps. It would take them almost indefinitely to locate places on the map. I tried at once to remedy this defect. We borrowed several primary geographies and started out "on a search." In the primary geography there are nine different maps. I planned to study three of these in one day. The first day we studied the following:

1. Relief map of North America.
2. Physical map of North America.
3. Political map of North America.

I explained the color scheme used in each group. Then I had them to locate the highest places and the lowest places. I had them to trace rivers, mountains, plains and to bound large bodies of water. When we came to the political map, we turned back to the physical map and told what parts were highest. What parts were lowest. We compared the surfaces of different divisions of North America. I felt that my time had been amply repaid, for the pupils had learned to find something for themselves.

THE VALUE OF A GOOD SUPERINTENDENT.

What do you suppose a good school superintendent is worth to a county? What is he worth to you as an individual? Would you say a dollar a year? I think he is worth that much to me, but we do not pay ours anything like that much money. If we did in our county our superintendent would get nearly \$25,000 a year. We don't average ten cents apiece in our county, in our State or in any of our schools. What do you think of an argument that says the people of a county cannot afford to pay the superintendent of their schools over five or six cents each for making good schools for them? We see clearly enough that it is ridiculous to think we can't pay capable educators good salaries and keep them. We have a hundred counties in the State, and they average 23,000 people to the county. If we would each of us contribute ten cents to the salary of the superintendent of schools it would enable the counties to pay an average salary of \$2,300, and it would be worth ten cents to every one of us, wouldn't it?

How much do you suppose we pay Dr. Joyner each of us? There are in the State 2,300,000 of us. If we paid him a cent apiece we would increase his salary many thousands a year. He can get my cent any time he comes after it, for he is worth the money.—Bion H. Butler in News & Observer.

News and Comment About Books

NOTES AND COMMENT.

Only fifty-two copies of North Carolina poems, edited by E. C. Brooks, now remain. If you have been intending to order a copy, you had better act now upon your good intention. There are only 52 copies left, 40 in cloth and 12 in paper. The price of the cloth bound copies is \$1.00; the paper 50 cents, postpaid. Orders will be filled as received while the supply lasts. Send remittances to North Carolina Education, Raleigh, N. C. For a gift to your friend or for school prizes for the advanced pupils, get North Carolina Poems.

¶ ¶ ¶

To all prospective public speakers who have felt trepidation before their audiences, Professor Abbe Bautain's words should bring a grain of comfort. In the chapter on "Final Moral Preparation" in his "Art of Extempore Speech," he exclaims: "Woe to him who experiences no fear before speaking in public!" From this woe he excepts prophets, apostles, and all who speak under supernatural inspiration, but no others. Where others are not afraid, it is, he says, "because their enlightenment is small and their self-assurance great."

¶ ¶ ¶

The generation of North Carolinians that were at school in the eighties will remember the Reed and Kellogg Language Lessons or Grammars, in which "diagramming" formed so interesting a part in the study of the English sentence. It will be not unwelcome information to many who have studied these books and found them useful, to learn that Dr. Brainerd Kellogg, one of the authors, now resident in Morristown, N. J., has put together a number of his public utterances—fourteen in all—in a pamphlet of 214 pages bearing the title of "Occasional Addresses." The price is one dollar, and for this sum the book will be mailed by Charles E. Merrill Company, Publishers, New York City. It is a pity that so worthy a collection was not put into more substantial binding and edited with such notes as would at least indicate the date and occasion for which each address was

prepared and also hint at such revisions as the author would probably make if delivering the addresses to a present-day audience. From the address on Lincoln, some extracts appeared on our first page last month; other addresses are on Burke as an Orator, Holmes, Lowell, Hawthorne, The Real Distinctions Between Men, The Felicities of the English Language, How to Teach Good English, Hindrances to Teaching Good English, Functions of Poetry, Growth of Mind. Every address is enriched out of the full mind of the great instructor and made engaging by the charm of his style as an author. It would take far more than a dollar to get this copy away from the writer unless he knew that he could easily obtain another.

W. F. M.

Selections from Sidney Lanier: Verse and Prose. With an Introduction and Notes. Edited by Henry W. Lanier. Cloth xxxi+170 pages. Price not given. Charles Scribner's Sons, New York.

A welcome authoritative selection edited by the author's son, who writes an introduction of some two dozen pages, giving an absorbingly interesting account of Lanier's boyhood, soldier life, and career as writer, musician, and lecturer. At the end of the book are fourteen pages of notes explaining words and passages, of which the meaning is not quickly apparent. A portrait of Lanier adds to the features which make this little book attractive to the student or other reader.

The Art of Extempore Speaking. By M. Bautain, Vicar-General and Professor at the Sorbonne. New Edition, with foreword by Andrew D. White. Cloth, 8 vo., 234 pages. Price, \$1.50. McDevitt-Wilson's, Inc., New York.

This new edition again brings this notable book into print. Dr. Andrew D. White, who has been Ambassador to Germany and Russia, President of the first International Peace Congress at the Hague, and President of Cornell University, in a recent address urged all who were preparing for American life to study Abbe Bautain's "Art of Extempore Speaking," which he declared to be the best book on the subject he had ever read and which for years he has recommended to his students. Every one of its twenty-seven chapters is a luminous presentation of some topic related to the main subject.

The Georgics and Elogues of Virgil. Translated into English verse by Theodore Chickering Williams. With an introduction by George Herbert Palmer. Cloth, gilt top, 166 pages. Price, \$1.00. Harvard University Press, Cambridge, Mass.

This is a metrical English translation of the pastoral poems of Virgil by the author of a notable translation of Virgil's Aeneid. The felicity of the rendering and the ease with which the translator keeps faith with the original and with his own facile numbers are a constant wonder to the attentive reader. The introduction contains, in addition to a brief discussion of Virgil and his country poems, a fine biographical tribute to the lamented author, whose last work was this translation with which "his twenty years' companionship with Virgil was ended."

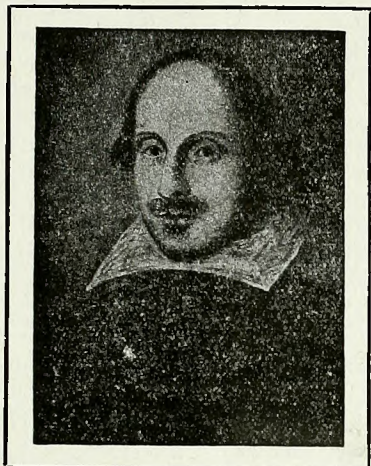
The Wonders of the Jungle. By Prince Sarath Ghosh. Cloth. Illustrated. 190 pages. 48 cents. D. C. Heath & Co., Boston.

This is an unusual collection of animal stories written by a native prince of India. The author tells in a charming way how the animals of the jungle live, how they protect one another, how they care for and train their young, and how they adapt themselves to their surroundings. The stories have a strong human element and teach effective lessons in manners, morals, and good conduct. The author explains the Law of the Jungle—co-operation for the good of all. He tells who are the Knights of the Jungle and why they have earned this title. He makes it clear that each animal is endowed with the gift he most needs, and also shows that each suffers as a result of his particular fault. Children from seven to seventy will find the book delightful.

Green's Short History of the English People. In two volumes. With an introduction and notes by L. Cecil Jane and a survey of the period 1815—1914 by R. P. Farley. Everyman's Library. Cloth, 874 pages. Price, 35 cents per volume, net. E. P. Dutton & Co., New York.

This new edition of a great English history was briefly mentioned last month. It is surprising, but here it is: Green's Short History of the English People, with table of contents, chronological annals, genealogical tables, list of authorities at the head of each section, a 50-page survey in three chapters of the century since Waterloo, seven maps, and full index of 33 pages, all in two handy volumes that may be had complete for only 70 cents! It is the good fortune of the student and book-lover that so authoritative an edition may be had at so small an expense.

W. F. M.



William Shakespeare

Born April 23, 1564

Died April 23, 1616

1916

Shakespeare died three hundred years ago, but today the VICTOR brings back the long forgotten music of Shakespeare and his time to the world.

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For Pageants, Festivals, Masques, any Play of Shakespeare, or A Shakespeare Day, you will find here abundant material for your needs.

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- 17623 Act II, Scene 5. Song: Under the Greenwood Tree. (Dr. Arne.) Raymond Dixon and Chorus
17717 Act II, Scene 7. Song: Blow Blow, Thou Winter Wind. (R. J. S. Stevens.) Reinald Werrenrath and Chorus
17623 Act IV, Scene 2. Song: What Shall He Have Who Killed the Deer? (Bishop.) Victor Male Quartet
17634 Act V, Scene 3. Song: It Was a Lover and His Lass. (Morley.) Raymond Dixon and Harry Macdonough
35235 Act II, Scene 1. Recitation; The Duke's Speech. Ben Greet
17163 Act II, Scene 7. Recitation: The Seven Ages of Man. Frank Burbeck

CYMBELINE

- 64218 Act II, Scene 3. Song: Hark, Hark, the Lark. (Schubert.) Evan Williams

JULIUS CAESAR

- 35216 Act III, Scene 2. Antony's Address. Frank Burbeck

HAMLET

- 17717 Act IV, Scene 5. Traditional Songs of Ophelia. Olive Kline
16912 Act III, Scene 1. Recitation; Soliloquy. Frank Burbeck
17115 Act III, Scene 2. Recitation: Hamlet on Friendship. Ben Greet

KING HENRY THE EIGHTH

- 16912 Act III, Scene 2. Wolsey's Farewell to Cromwell. Frank Burbeck

MEASURE FOR MEASURE

- 17662 Act IV, Scene 1. Song: Take, O Take Those Lips Away. (Traditional.) Raymond Dixon
64252 Song: Take, O Take Those Lips Away. (Bennett.) John McCormack

MERCHANT OF VENICE

- 17163 Act I, Scene 3. Recitation: Shylock's Rebuke. Frank Burbeck
55060 Act III, Scene 2. Song: Tell Me Where is Fancy Bred? (Stevenson.) Lucy Marsh and Reinald Werrenrath
64194 Act IV, Scene 1. Recitation: Mercy Speech. Ellen Terry

MERRY WIVES OF WINDSOR

- 35270 Overture. (Nicolai.) Symphony Orchestra of London
17724 Song: "Greensleeves" (very old.) Raymond Dixon

MUCH ADO ABOUT NOTHING

- 17702 Act II, Scene 3. Song: Sigh No More, Ladies. (Stevens.) Raymond Dixon
17115 Act II, Scene 3. Recitation: Benedick's Idea of a Wife. Ben Greet

MIDSUMMER NIGHT'S DREAM

- 31819 Overture. (Mendelssohn.) Victor Concert Orchestra
31159 Wedding March. (Victor Concert Orchestra)
55048 Wedding March. Victor Herbert's Orchestra
35238 Selection of Principal Airs. (Mendelssohn.) Pryor's Band
55060 Act II, Scene 3. Song: Ye Spotted Snakes. (Mendelssohn.) Victor Women's Chorus
5863 Duet: I Know a Bank. (Horn.) Mrs. Wheeler and Miss Dunlap
17209 Trio: Over Hill, Over Dale. Mrs. Wheeler, Misses Dunlap and Baker

ROMEO AND JULIET

- 83402 Juliette's Waltz Song. Tetrassini
88421 Lovely Angel. Farrar-Clement
70102 Fairest Sun Arise. Lambert Murphy
35234 Selection. Pryor's Band
17866 Juliet's Slumber. (Gounod.) Victor Concert Orchestra

OTHELLO

- 88338 Act I. Brindisi (Clink the Wine Cup). Pasquale Amato
83466 Act II. Othello's Creed. Titta Ruffo
87071 Now Forever Farewell. Enrico Caruso
89075 We Swear by Heaven and Earth. Caruso-Ruffo
35279 Act IV. Desdemona's Song—Oh, Willow, Willow. Olive Kline
88149 Ave Maria. Melba
74217 Death of Othello. Zerola

THE TEMPEST

- 17724 Act I, Scene 2. Ariel's Songs: Come Unto These Yellow Sands. (Purcell.) Reinald Werrenrath and Chorus
17702 (1) Act I, Scene 2. Full Fathom Five. (R. Johnson.) Reinald Werrenrath
17702 (2) Act V, Scene 2. Where the Bee Sucks. (R. Johnson.) Reinald Werrenrath

POEMS AND SONNETS

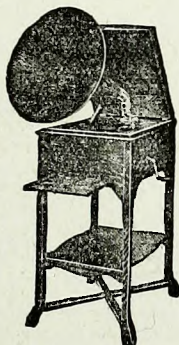
- 88073 Lo, Here the Gentle Lark. (Bishop.) Nellie Melba
64267 Lo, Here the Gentle Lark. (Bishop.) Alma Gluck

TWELFTH NIGHT

- 17662 Act II, Scene 3. Clown's Song: Oh, Mistress Mine. (W. Byrd.) Raymond Dixon

OLD ENGLISH DANCES

- 17801 Row Well, Ye Mariners. Victor Band
17845 The Butterfly. Victor Band
17845 Three Meet. Victor Band
17846 Tideswell Professional Morris. Victor Band
17847 Kirkby Malzeard Sword Dance. Victor Band
17847 Flamborough Sword Dance. Victor Band
17087 May Pole Dance: Bluff King Hal. Victor Band
17160 Minuet: Don Juan. (Mozart.) Victor Band
17160 Country Dance: Pop Goes the Weasel. Victor Band
17086 Morris Dance. Victor Band
17329 Ribbon Dance. Victor Band
17328 Shepherd's Hey. Victor Band



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State School News

SCHOOL NEWS BRIEFS.

Elmwood school in Iredell County has thirty members in its cooking class.

A committee has been appointed to form plans for a big county fair in Iredell this fall.

Trinity College has a "Quill The Chowan Club at Woodland has 22 members and has undertaken to raise \$100 in three years for the debt on Chowan College.

Club," organized to promote newspaper work in the college. Mr. Jack Wallace, of Statesville, is president.

The following interesting item is printed by the Rich Square Times: "Miss Fanny Warren, a student of domestic science in Rich Square High School, and one of our former Tomato Club girls, is furnishing the Thompson Grocery Store, the hotel and the dormitory at Rich Square with her canned products. It is a pleasure to hear Mr. Thompson say that his customers insist upon having Miss Warren's canned tomatoes in preference to those from the North."

For some time a new school building has been needed at McFarlan. Last December Mr. Fred O. Scroggs and the Junior Order set to work to call an election to vote construction bonds. At the rally they planned for January 15, every speaker on the program was present, Superintendent Joyner being among the number. An election was called to vote \$7,000, and so certain does it seem that the bonds will be voted, that a committee has been appointed to decide upon building plans.

The Betterment Association of Gastonia takes a lively practical interest in the Gastonia library, of which Miss Lottie Blake has been librarian for eleven years. Her report to this body for the year 1915 showed that two branch libraries were established during the year, one at the Modena Cotton Mill and one at the Flint Cotton Mill. These libraries have proven popular with the mill people. The Gastonia Library contains 1,809 volumes, was open 310 days in the year, circulated 8,213 volumes, has 318 members, and a cash balance of \$204.44 on hand January 1, 1916.

Only 52 copies of North Carolina Poems left; paper 50c, cloth \$1.00. Send orders to North Carolina Education, Raleigh, N. C.

The Growth of the University.

There are 1,123 students registered up to the present in regular credit courses. Something over a hundred are taking this work in the summer and not in the fall term; 700 students were registered in the summer term. The total number taught in the University in the year will closely approach two thousand. The total number taught five years ago was 886. The total registration up to the present is 1,823 (exclusive of duplicates); last year at the same time it was 1,578.—From the President's Report.

Mount Airy To Erect Another Building.

Mount Airy, Jan. 15.—The city graded schools have outgrown their quarters and now the committee and other officers are planning the erection of another big building to accommodate the children of the city. Perhaps 325 or 400 children here are not in school, not that there is no room, but many children go to school in the forenoons while a like number go in the afternoon—many not going at all. The interest in education at this place has grown by leaps and bounds during the past year or two, and today everybody is deeply interested in the work of education. The building to be erected will be modern and large and fully equipped for the purpose for which it is to be built. The location for the building is a very important matter, but the committee understands the situation fully and, as the population is growing west of the present school more rapidly than in any other direction, the new school structure will be located near the center of population at present farthest from the present school.

THE SUMMER QUARTER Of The University of Chicago

Affords opportunity for instruction on the same basis as during the other quarters of the academic year.

The undergraduate colleges, the graduate schools, and the professional schools provide courses in Arts, Literature, Science, Commerce and Administration, Law, Medicine, Education, and Divinity. Instruction is given by regular members of the University staff which is augmented in the summer by appointment of professors and instructors from other institutions.

Summer Quarter, 1916
1st Term June 19-July 26
2d Term July 27-Sept. 1

Detailed announcement will be sent upon application to the

Dean of the Faculties
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Secondary Education

The Commissioner of Education is advocating a High School Education at Public Expense for every boy and girl. We are fast approximating this.

In the South today, of those that enter High School, more than 90 per cent never go to college nor enter professional life. Yet our programs of studies and our methods of teaching and administration are little different from those in use a century ago, when only a few wealthy children attended High School for the purpose of going to college and entering professional life.

High School teachers must meet the new problems. The customs of the past do not help us. It is difficult to learn from those around us. Special training is necessary.

Peabody College offers splendid opportunity for Preparedness for the New Problems of Secondary Education. Through the department of Secondary Education you may (1) learn what is being done elsewhere, (2) criticize the modern theories of secondary education, (3) test your solutions by experiment and practice. Through the other departments at Peabody and Vanderbilt University you may (1) learn the latest ideas in High School subject matter, and (2) get varied attacks by specialists at special problems. Through the Demonstration School and the City High School you may see the results in practice, and through the State Department of Public Instruction receive the co-operation of experts in the field.

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The Corn and The Tomato Prize
Winners of Durham County.

Allene Parrish, 13 years, of the Patrick Henry school district, is 1915 champion tomato grower of Durham county, and Adolphus Ball, of Bahama, is champion corn grower of the county, it was announced on January 15, following the awarding of prizes to the boys and girls of the various agricultural clubs.

Four thousand and eighty pounds of tomatoes were raised by Allene Parrish on one-fourth of an acre of land. She canned 700 pounds of these tomatoes.

Adolphus Ball raised 125 bushels of corn upon one acre of land and made a clear profit of \$94.84.

Winston Schools Publish a Paper.

Supt. R. H. Latham, of the city schools, is at work on plans for the Twin-City News, the new publication to be issued every two weeks by the city high school printing department, and it promises to become a publication that will result in great things for the city schools and the city school children.

It will be circulated in the homes of the city school children, and in addition, copies will be sent to every school in North Carolina, all of the county school teachers of Forsyth county, and to all of the North Carolina newspapers.

Prof. Latham has comprehensive plans, and it will have a wide field of usefulness. Financial support from business men here is already sufficient to guarantee its success for the next six months.

The paper will be a four page paper, and the first sheet will be given over to the superintendent and to the school authorities. The two inside pages will belong to the school children and will be filled with their "copy." The last page will deal with facts of interest relating to Winston-Salem and Forsyth counties. The latter offers an unlimited field for teaching the school children the things of interest in the city and county, and in aiding to make them more patriotic citizens.—Winston Journal.

What Moonlight Schools are Doing.

With reports of moonlight school activities in fifty counties in hand, Secretary W. C. Crosby, of the Bureau of Community Service, estimates that illiteracy in North Carolina will be reduced from 14 to 9 per cent when all the schools have closed. In the fifty counties, 638 schools have been conducted with a total of 5,600 students.

That Stokes county entering the campaign at the tail of the list and with a voting illiteracy percentage of 26.9 will not come out in the same position is a fact practically assured.

The latest report indicates that thirty schools with two hundred men and a hundred and forty-one women, have been conducted in the county, the oldest student was seventy-five years of age. The end is not yet, for the campaign is still being waged.

At the other extreme, New Hanover, leading the entire State with only three percent of the voting population illiterate, has been stirring mightily. It has been estimated that New Hanover will demonstrate its right of primal position by emerging from the fight with less than one per cent of illiteracy.

One of the most encouraging letters yet received by the Bureau of Community Service came yesterday from Superintendent M. C. Guthrie, of Brunswick county, who enclosed a

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letter from a fifty-five-year-old moonlight school student. The letter, easily legible, and of unimpeachable spelling, was written by the student, a woman, after the fourth lesson.

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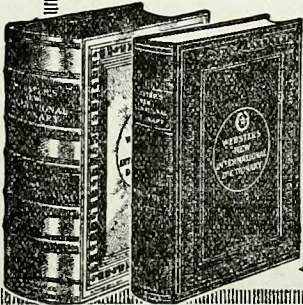
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Wake County Will Have Four Supervisors.

Wake's new county superintendent put his school administration high among the progressives yesterday when the Board of Education determined to give the county four supervisors instead of the two now serving.

Garner, Wakelon, Wake Forest and Wendell will have one of these supervisors and will pay for her from their own finances. Apex, Cary, Fuquay Springs and Holly Springs are to have the other supported in the same way. Two general supervisors over the county will continue in service. The county has grown too large for two and the County Board believes that in Misses Carraway and Workman it has the peers of any young women in the country.

These supervisors of the groups of four counties each will superintend all work from the seventh grades down. The county therefore leads the State and with the exception of two counties in Maryland it is said that no other has taken so advanced a step as this. It is the big work of the Giles administration to date.—Greensboro News.

Ninety-three Counties Enter the Debating Union.

Three hundred and twelve high schools in 93 counties of North Carolina have enrolled with Secretary E. R. Rankin for the approaching triangular debates of the High School Debating Union which will be held over the State on March 31st. This is the largest enrollment in the Union's history and a great State-wide debate is expected. The schools winning their two debates on March 31st will send their teams to Chapel Hill to compete on April 13th and 14th in the final contest for the Aycock Memorial Cup.

In preparation for the debates steady work is being done in the high schools by prospective debaters.

UNITED STATES GOVERNMENT CIVIL SERVICE EXAMINATIONS

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This fact is evidenced by the many letters requesting material and other assistance which daily come to the Bureau of Extension. The query to be discussed is "Resolved, That the United States should adopt the policy of greatly enlarging its Navy." In order to aid the debaters, a 64 page bulletin on this subject was compiled and issued by the Bureau of Extension. Three thousand copies of this have been sent to the high schools.

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Domestic Science at Grimesland.

The letter below is from a teacher who believes in doing all that she can for her community. It is printed here in the hope that it may be an inspiration to others to make a beginning in this important work. In most communities the beginning is comparatively easy. I shall be glad to hear from other teachers who are doing this work. There were several considering the matter before Christmas. Give us the benefit of your experience. Here is the letter:

Dear Mr. Underwood:

A Domestic Science Course has been added to the Grimesland school and I hope that it will become a permanent feature of our work.

After having aroused the interest of the girls and school committee, I had very little trouble in getting the necessary materials to begin the work. Mr. Jones, Chairman of the committee, gave an oil stove, and Mr. Proctor, another member of the committee, gave the cooking utensils.

The girls are taught to make simple garments; the value of food, and the best ways of preparing various foods. Lessons are given once a week, from 3:30 to 4:30 in the afternoon.

So far the girls have shown great interest in the work and I hope that other teachers will add the course to their schools.

BETTIE SPENCER.
—Pitt County School Bulletin.

How the Winner Won Against Odds.

"Superintendent Speas and his corps of teachers are to be congratulated upon the marked success of the moonlight schools in Forsyth County," says Dr. Joyner. "In his report of the work Mr. Pulliam, the winner of the cup for the largest enrolment, stated that notwithstanding the Shady Mount school-house was burned, a cottage was rented and not a single night was missed in the Moonlight School or the day school. In answer to an inquiry as to how he secured such a large attendance Mr. Pulliam replied that he went after them and sent after them those of their neighbors who had the most influence with them. He further stated that some of the attendants wept when approached, declaring that they were too old to learn to read and write, and in many instances ascribing lack of interest on the part of parents as the cause of their illiteracy."

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Watch the Memorial School.

The Derby Memorial School at Jackson, in Moore County, offers a splendid opportunity for working out problems in rural education in North Carolina according to Dr. J. Y. Joyner, who was in his office yesterday after attending a meeting of the county superintendents and the members of the school boards of the three counties interested in the school. Made up of part of Moore, Richmond, and Montgomery counties, the school is unique in North Carolina. One of the problems which the conference on Tuesday had to solve was that of distributing the responsibility for the institution.

Dr. Joyner points out that it is a model rural school, with a splendid building, costing \$3,600, three teachers and over a hundred children, running water in the school, furnace heated and lighted. A home for teachers is situated near the school which accommodates six young women students and the teachers who cook their own meals, do their own housekeeping, and teach domestic science.

One of the features of the school is a transportation wagon for the use of the students. The school district covers as much as five miles of territory and the wagon is used for the benefit of the students. One has already been in service and it is thought the another will complete the immediate necessities of the school in this matter.

With the Derby farm close at hand, and with instruction in agriculture from the superintendent of the farm and with demonstrations in stock raising, stock judging and the various forms and methods of agriculture carried on before them in a section of good farming, the opportunities are unsurpassed, Dr. Joyner thinks, for training.—News & Observer.

For Safer School Buildings.

Insurance Commissioner Young is sending out pamphlets to the school

teachers and school committeemen of the State directing their attention to the need of better and safer fire protection in schools. In this pamphlet attention is directed to the fact that in America twelve school houses and two colleges are burned every week. That the American people have given less attention to the protection of schools than they have to manufacturing plants and buildings in general. Letters containing endorsements of the plans of the Insurance Commissioner are also contained in the pamphlet.

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A Journal of Education, Rural Progress,
and Civic Betterment

Vol. X. No. 8.

RALEIGH, N. C., APRIL, 1916.

Price: \$1 a Year.

The Roots of the Great Tree of Liberty

I have often thought that we overlook the fact that the real sources of strength in the community come from the bottom. Do you find society renewing itself from the top? Don't you find society renewing itself from the ranks of unknown men? * * * No man can calculate the courses of genius, no man can foretell the leadership of nations. And so we must see to it that the bottom is left open, we must see to it that the soil of the common feeling of the common consciousness is always fertile and unclogged, for there can be no fruit unless the roots touch the rich sources of life. And it seems to me that the schoolhouses dotted here, there, and everywhere over the expanse of this nation, will some day prove to be the roots of that great tree of liberty which shall spread for the sustenance and protection of all mankind.—Woodrow Wilson, Address at Madison, Wis., 1911.

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CHANGES WHICH SHOULD BE MADE IN SECONDARY SCHOOLS

By Ex-President Charles W. Eliot.

The changes which ought to be made immediately in the programmes of American secondary schools, in order to correct the glaring deficiencies of the present programmes, are chiefly: the introduction of more hand, ear, and eye work—such as drawing, carpentry, turning, music, sewing, and cooking, and the giving of much more time to the sciences of observation—chemistry, physics, biology, and geography—not political, but geological and ethnographical geography. These sciences should be taught in the most concrete manner possible—that is in laboratories with ample experimenting done by the individual pupil with his own eyes and hands, and in the field through the pupil's own observation guided by expert leaders. In secondary schools situated in the country the elements of agriculture should have an important place in the programme, and the pupils should all work in the school gardens and experimental plots, both individually and in co-operation with others. In city schools a manual training should be given which would prepare a boy for any one of many different trades, not by familiarizing him with the details of actual work in any trade, but by giving him an all round actual vigor, a nervous system capable of multiform co-ordinated efforts, a liking for doing his best in competition with mates, and a widely applicable skill of eye and hand. Again, music should be given a substantial place in the programme of every secondary school, in order that all the pupils may learn musical notation, and may get much practice in reading music and in singing. Drawing, both freehand and mechanical, should be given ample time in every secondary school programme; because it is an admirable mode of expression which supplements language and is often to be preferred to it, lies at the foundation of excellence in many arts and trades, affords simultaneously good training for both eye and hand, and gives much enjoyment throughout life to the possessor of even a moderate amount of skill.

The Sins of Our Fathers.

Drawing and music, like other Fine Art Studies, were regarded by the Puritan settlers of New England and by all their social and religious kindred as superfluities, which, if not positively evil, were still of wasteful or harmful tendency, and were, therefore, to be kept out of every course of education. By many teachers and educational administrators music and drawing are still regarded as fads or trivial accomplishments not worthy to rank as substantial educational material; whereas, they are important features in the outfit of every human being who means to be cultivated, efficient, and rationally happy. In consequence, many native Americans have grown up without musical faculty and without any power to draw or sketch, and so without the high capacity for enjoyment, and for giving joy, which even a moderate acquaintance with these arts

imparts. This is a disaster which has much diminished the happiness of the native American stock. It is high time that the American school—urban or rural, mechanical, commercial, or classical, public, private, or endowed—set earnestly to work to repair this great loss and damage. Although considerable improvements have been recently made in the programmes of American secondary schools, especially within the past ten years or since vocational training has been much discussed, multitudes of Americans continue to regard the sense-training subjects as fads and superfluities. They say: the public elementary school teach thoroughly reading, writing, spelling, and arithmetic, and let natural science, drawing music, domestic art and crafts, and manual training severely alone. Let the secondary schools teach thoroughly English, Latin, American history, and mathematics, with a dash of economics and civics, and cease to encumber their programmes with bits of the new sciences and the new sociology. This doctrine is dangerously conservative; for it would restrict the rising generations to memory studies, and give them no real acquaintance with the sciences and arts which within a hundred years have revolutionized all the industries of the white race, modified profoundly all the political and ethical conceptions of the freedom-loving peoples, and added wonderfully to the productive capacity of Europe and America.

How to Introduce the New Subject.

If any one asks how it can be possible that these new subjects, all time-consuming, should be introduced into the existing secondary schools of the United States, the answer—adequate, though not easy to put into practice—is, first, that the memory subjects and the mathematics should be somewhat reduced as regards number of assigned periods in the week; secondly, that afternoon hours should be utilized, or, in other words, that the school day should be lengthened; and thirdly, that the long summer vacation should be reduced. It is worse than absurd to turn city children into the streets for more than two months every summer. Since the new subjects all require bodily as well as mental exertion, they can be added to the memory subjects without any risk to the health of the children, provided that the shops, laboratories, and exercising rooms be kept cool and well ventilated. In rural schools a good part of the new work in sowing, planting, cultivating the ground, and harvesting must be done out of doors. The observational, manual, and scientific subjects often awaken in a boy or young man for the first time an intellectual interest and zeal in work which memory studies have never stirred. Hand and eye work often develops a power of concentrated attention which book work had failed to produce, but which can be transferred to book work when once created.

All the new subjects require vigorous and constant use of the memory, and give much practice in exact recording, and in drawing only the limited and legitimate inference from the recorded facts.

If the educational material and the method of instruction were right, the training given in the grades would be just as good for the children who leave school at fourteen as for those who go on till eighteen, and the training in the high school would be equally appropriate for pupils who do no go to college and for those who do. The progressive sense-training form beginning to end of systematic education is desirable for all pupils, whatever their destinations in after life, and should prepare every pupil for his best entrance on earning a livelihood, at whatever age that necessity is to come upon him. It should be the same with the language and history studies in every public school programme. At every stage, or in every grade, they should be suitable for every pupil no matter what his destination. Flexibility and adaptation to individual needs would still be necessary in the programmes, first, in order to enable the individual pupil to concentrate on the studies he prefers and excels in, and, secondly, to enable pupils of different capacity to advance at different rates. The adoption of these principles would solve justly problems in the American tax-supported system of public education which have been in debate for generations.

Every school plant, whether in city or country, should be used, not only by the regular pupils between the hours of eight or half-past eight and four or half-past four, but by older youths and adults at hours outside the working time in the prevailing industries of the town or city where the school is situated. Many efforts are now being made to introduce continuation schools and to develop evening schools; but these efforts should become universal, and should result speedily in a large extension of the American public school system. Moreover, the fundamental object of the proposed changes in the programmes should be distinctly recognized—the better training of the senses.

Value of the Changes.

The suggested changes in American school programmes will not make public school life harder or more fatiguing for the pupils. On the contrary, observational study and concrete teaching are more interesting to both children and adults than memory study of any sort; and whatever the interest of pupils is aroused in brings out more concentrated attention and harder work, but causes less fatigue. The obvious untility of mental labor directed to a practical end increases the interest the pupils take in their work, and stimulates them to effective effort. To use a good tool or machine, and get the results it is competent to produce when in skilful hands, is vastly more interesting than reading or hearing about the uses of such a tool or machine. Whenever by the use of observational and concrete methods the pupils' power of attention and of concentrated effort is developed, that power of attention once acquired can be exercised in other subjects. This principle holds true not only of manual or bodily labor, but also of games and sports, and of co-operation in rhythmical movements like dancing. The power of concentrated attention won in carpentry, turning, forging, or farm work is easily

transferred to work in reading, writing, and ciphering, or at a later stage in history, literature, and civics; so that the reduction in the so-called academic studies made to allow the introduction of observational studies need not result in less attainment in the academic studies themselves.

These changes will all add to the annual cost of the schools, because much of the new instruction must be given to the individual pupil, treated by himself, and not as a member of a numerous class. In short, the example of the modern medical school, which needs to be imitated in all schools, teaches that good training of the senses is more costly than the ancient classwork with books and lectures. The cost of town and city school systems will be also increased by the necessity of employing a larger number of teachers, if the schools are to be kept at work evenings, as well as daytimes, and during forty-six weeks of the year instead of forty-one. Indeed, the chief item in the increased cost in city schools, consequent on the introduction of sense-training and observational studies, would be in the salary list. More teachers would be required and a larger proportion of them would be men. The new teachers would be good mechanics, well-trained assistants, and naturalists competent to teach botany, zoology, and geology on walks and excursions with the pupils. To provide these teachers in sufficient numbers, the programmes of normal schools would need to be considerably modified; so that it would probably be necessary to wait for the production of an adequate number of teachers competent to give the new kinds of instruction. The prime object being to give all pupils a correct conception of the modern scientific method, and sound practice in using it, the teachers themselves must understand that method, and be bred to its constant use. It is possible to deaden any subject as a means of mental training, and science and the Fine Arts just as easily as the classics, history, geography, or arithmetic. It is quite possible to teach observational subjects in a memoriter, unreasoning way, and without imparting the essential moralities of freedom and brotherhood. Such teaching would defeat the object of the proposed reform. On the other hand, some of the traditional subjects may be taught in a concrete way, which really enlarges the field of observational study, when once the pupil has mastered the observational method in regions within sight and touch; just as printed cases in medical practice which give all the symptoms and facts in each case may be used to supplement bedside study of actual patients. The printed cases would be of no use to students who had never seen an actual case, or had never themselves made up the record of an actual case for the use of the visiting physician. So when pupils in a secondary school have once mastered a portion of the history of their own country by the study of personages, places, pictures, speeches, charts, and diagrams, they can safely use their imaginations to clothe and vivify the history of other times and peoples, and particularly the biographies of famous men. This is a legitimate enlargement of a true observational method. By mixing geometry with arithmetic and with algebra the teaching of elementary mathematics may be much enlivened, the concrete illustrations apprehended by sight or touch vivifying the abstract numbers or quantities.

ESSENTIAL TRAINING IN ENGLISH

By W. C. Smith, State Normal College.

(This is the second article on this subject, which is published for the benefit of the high school teachers of English.)

What are the objects which a high school course in English can reasonably set as a goal of its special endeavor? I suggest these for your consideration:

First. To develop in the pupil the power to give his own thought in clear, accurate and effective expression. For clearness and accuracy—grammar; for effectiveness, rhetoric; for drill and practice (theory applied and knowledge turned to use), composition.

Second. A second object of the high school course in English may well be to train the pupil to read,—to read, not to utter sounds though they be accurately uttered in accord with the symbol or the printed type—but to read **carefully** and **intelligently**. It is a power not to be despised and one not mastered by many who are holders of college diplomas.

Third. A third object, legitimate, desirable, and, I think, attainable, is to cultivate in the pupil an appreciation of good literature.

Practical Value of Composition.

The time at my disposal does not permit me to go into an elaborate discussion of grammar, composition, and rhetoric separately, nor do I think it needful. It is far more important that we realize the essential oneness of these branches than that we consume time in a theoretical discussion of the distinctive aims, ends, and methods of each. My own conviction is that you cannot divorce them; that apart from actual composition, grammar and rhetoric have no place in the high school curriculum. With this simple and emphatic statement of my point of view, I ask permission to say a word about composition. There can be no question it seems to me as to the practical value of a course of composition in the high school. Even the most skeptical and narrow-minded critic would, it seems to me, admit this study to be fundamental; would grant this, lacking the power to express his thought and transmit his acquired knowledge to his fellows, orally and in writing, the thought and knowledge of the student could be of little real effectiveness or vital concern to humanity.

But I go further than this, and, entering the domain claimed by the teachers of other subjects, assert that there can be no question that practice in accurate and forceful composition develops in the student the originality of thought and forceful composition develops in the student the originality of thought and expression, fosters habits of sane influence and correct statement, trains to the exercise of discriminatory judgment (what to include and what to omit), stimulates his powers of observation, quickens his interest in everyday surroundings, and greatly extends his mental horizon by multiplying his interests in life.

If I am wrong in this, then my individual experience, my study of the works of men and women who write most, and my twenty years of professional labor with college students of both sexes, go for nothing.

I am a pedagogue, a collegiate and professional pedagogue and, therefore, cannot resist, of course, this heaven-sent opportunity for giving advice. You are delightfully anticipating it, and I would not disappoint you. What to write about? "That is a question," as our old friend Hamlet would say. On this matter our learned schools are divided. Some say—Let the pupils choose their own subjects—draw from their common everyday experience. And there is much to commend this as tending to develop the individuality and common sense of the pupil, and as relieving the teacher from the burden of supplying scores of essay subjects every week in the school year. It also renders vain that often heard excuse of theme writers, "I did not know anything about the subject assigned me."

Our other school of advisers, just as numerous as the first and no less decided in their views, say—Let the subjects be suggested by the teacher and let them be based on the literature read.

The Combination Method.

Now for my pedagogue's advice, I suggest a combination of the methods, with slavish adherence to neither. A strict adherence to the first letting the pupil choose his own subject and confining him to his everyday experience, is almost sure to result in a series of trite and inane themes of little interest to any one other than the writer himself. Moreover the very purpose of the composition course is apt thus to be defeated. There will be no enlargement of the student's mental horizon, no stimulus to investigation, no friendly association with the world's great people, no training in the gathering, selecting and sifting of materials and little or no enrichment of his vocabulary.

Will you pardon a personal reference? My actual work is the teaching of literature to young women. But a body of men ask me to speak to them on "The Life of Christ," a college literary society on "Mrs. Cornelius Spencer," a local pastor asks for an address to the men who built the church, and the High Point Woman's Club for a talk on Browning, the State Sunday school Association for a paper on Bible Study, the Daughters of the Confederacy for an address on Stonewall Jackson, the Young Men's Christian Association for a "Call to Men," by a Young Women's Christian Association for a discussion on "Christian Citizenship for Girls," and the Guilford Teachers' Association for a talk on high school English. That is the way it comes to me in life. Need I add that the men or women who meet the varied calls of life has to have a many-sided interest, and that the teacher who is training boys and girls to meet such calls must give some thought to the widening of their mental horizons, training them to take an interest in things in which other people are interested, fitting them in a word—not to be echoes of their environment—but open-eyed men and women, alert to the many-sided interests of human life?

I submit, that while it may encourage individuality and perhaps make for definiteness to restrict a girl to everyday experience themes; keep her continually writing on such subjects as "How to Make a Bed," "How to Sweep a Room," "How to Make an Apron," or "How to Can Tomatoes," it

will be done at the cost of intellectual growth, broadening culture, varied interests, extended experiences, and enriched vocabulary.

In like manner the boy, to let him write on football, base ball, or how to make a rabbit-gum, is not so helpful as to force him to choose something that will take him into new fields calling for additional use of eyes and ears and brains and for new descriptions of new emotions, experiences and ideas.

Subjects Suggested.

On the other hand I realize the lack of originality and spontaneity and the tendency to copy-work or commonplace generalities that are apt to characterize the compositions on assigned subjects of a purely literary type. But why not have a combination of methods? Why not let the girl write the "Women of Shakespere compared with the women of today?" or the boy on "Burke's Conception of Statesmanship compared to that of modern-day politicians?" Not to draw sex distinctions, what about some of the following subjects: "The speeches of Washington, Webster, Lincoln, Burke, compared with Bryan, Roosevelt, and Wilson." "Democracy as shown in Shakespere's Julius Caesar and in our own day." Other subjects for comparison are: "The Education of Women," "War and Warfare," "Drunkness," "Music," "Modes of Time and Communication," "Humor," "Statesmanship," "The Ideal Man," "Chivalry or Knights of Today," "The Jew in Life and Fiction," "Home Life," "Farm Life," "Social Life," "Love and Marriage," "Industries," "Sports and Pastimes," "Superstitions," and there are hundreds of others of your own choosing to be drawn from the village entrance classics and will be found to have the double value of inciting investigation and of appealing to present life and personal experience.

In Writing Process.

So much for the subjects of compositions, and now a word about the writing process. Do not expect and do not let your pupils think that you expect the first draft of their essays to be models of expression or construction. Do not let them be hampered by thoughts of rules, grammatical or rhetorical, when first putting their thoughts on paper. Let them write—urge them to write spontaneously, freely, rapidly, in the same free and unhampered way that they would talk in the home and on the playground. Any other procedure is sure to prove paralyzing and benumbing. When they write let them write at white heat, and later, when the thoughts have been given free expression, let them revise, improve, correct, change a word here, straighten a straggling sentence there, do whatever is needful to make the expression clearer, more exact, forceful, and the structure more effective.

I have written more in the past two years than in the previous years of my life, and I have written in the way suggested. Had I paused with every sentence to consider choice of words, qualities, clearness, force, and ease, climax, unity, proportion, sequence and the rest, I would not have written anything. As it is, my method of procedure—say in the case of an address to a Bible Class—is to select as early as possible and begin to meditate upon it. As the thoughts come to me, on the street, passing to and from recitations, on my way to chapel, I jot them down, and at my first opportunity expand

them into sentences or paragraphs. If a word does not express my precise shade of meaning, I put down the best that then occurs to me, waiting a leisure moment to think of a better. If a sentence seems awkward, stiff or ill constructed, or not closely knit to a preceding or following sentence, I do not hold up my train of thought to perfect or polish it. In other words, my **message** is the first consideration, **the thing to say**, not the how to say it. Later, if I have time, I revise, supplement, expand, and this I have the courage to do, because, having disburdened my mind of the thought, I can better concentrate upon the tangles and infelicities of expression.

To sum this whole matter up, the content of an essay is a matter of provision, thinking it out beforehand. Then comes writing at white heat, then the final form, which is a matter of revision. But do not stop to revise the expression while the thought is yet with you and clamoring for utterance.

ON CLOTHING CHILDEN FOR THE COUNTY COMMENCEMENT.

A correspondent of the Statesville Landmark had this to say on the subject of clothing children for the county commencement:

"All over the county I notice the public school teachers are getting in line for the county commencement. Mr. T. A. Kennedy and his assistant ordered at wholesale price enough good, serviceable material to rig out uniforms for the larger girls. This will comprise the tomato club class and possibly others. The dresses will be made up so the girls will appear neat and dressy at the county blow-out, and so they can go home and drift appropriately into their mother's kitchen without a change. That's a sensible idea. There is no use in imposing a heavy additional cost to the parents of the county in purchasing high-priced clothing for the children so they will be dressed as good as any other children. Last year Prof. Gray said he wanted every child there even if they had to wear overalls and come barefooted. He was prompted by the most charitable motives in saying this, but, bless goodness! here came that school from up at Scott's. I think it was, with every mother's son of 'em spruced up in overalls and 20-cent rush hats. They made the biggest hit of anything in the parade and the good taste of the teachers was applauded in thus attiring their flock.

"I am going to let my girls wear whatever comes most convenient, and the boy will have to wear, I suppose, the same little overalls he has worn all winter. The only complaint I have heard about the county commencement was the extra expenses in clothing for the children. Forget it! Then there's nothing to it. Let the little ones go and have a day to themselves untrammelled with the convention of dress."

Summer schools are coming to play an especially important part in home economics teaching. The Bureau of Education received announcements from 192 schools that were offering courses during the summer of 1914; in 1915 the number reporting had increased to 230, and a still further increase is already assured for 1916.

SCHOOL ADMINISTRATION

WHAT CONSTITUTES A STANDARD SCHOOL?

(Continued from March Education.)

REQUIREMENTS FOR A STANDARD VILLAGE OR CITY ELEMENTARY SCHOOL IN ILLINOIS.

I.—Physical Conditions and Equipment.

- 1 Heat, Ventilation and—
Safety Against Fire—
- 2 Light — Must meet requirements
- 3 Desks — of law. See Cir. 88.
- 4 Water Supply —
- 5 Toilets —
- 6 Grounds.—Ample, well kept school yard. Good walks. Convenient provision for fuel.
- 7 Building.—Outside painted and in good repair. Suitable cloak rooms. Good floor and clean.
- 8 Blackboard.—Ample and not too high from floor. Good quality.
- 9 Walls.—Properly tinted and clean.
- 10 Maps and globe.
11. Library.—Books suitable to the grades in the room, in number equal at least to the enrollment.
12. General Furnishings.—A good teacher's desk. A good bookcase. Dictionaries. Supplementary readers. Reference books. Copies of all text books for the use of the teacher. Thermometers. Crayon, erasers, paper towels, sweeping preparation, measures, scissors, etc. Pictures.

II.—Teaching Force and Organization.

- 1 Supervision.—Whole school under the direction of superintendent or principal who shall have time daily for supervision.
- 2 Teaching and Discipline.—All teaching and discipline must be good throughout the school.
- 3 Qualification.—Each teacher must have a certificate which meets the legal requirements. The final test is the teaching itself. Normal school training or an equivalent is required.
- 4 Professional Growth.—Teachers must conform to the County Superintendent's plan for professional growth.
- 5 Teachers' Meetings.—Superintendents or principal and teachers meet one hour every two weeks for consultation and professional study. Parent- teachers' organization.
- 6 Classification.—Pupils properly classified, regular study and recitation periods.
- 7 Course of Study.—The State Course or its equivalent in use. Library work. State Pupil's Reading Circle, or equivalent work.
- 8 Examination and Reports.—Monthly reports to parents of pupil's progress, and calling attention to defective sight, hearing or other physical disabilities.
- 9 Salary and Term.—No teacher to receive less than \$400 per school year of at least eight months.
- 10 Board Meetings.—School board to hold monthly meetings at which the superintendent or principal is present. Board employ an efficient janitor, who shall be under the direction of the principal or superintendent in his relation to teachers and pupils as in other duties.
- 11 Enrollment.—Not fewer than fifteen, nor more than forty-five pupils per teacher.

12 Standard of Work—School must do good work. If school does only eight years of work, pupils must be well prepared for high school. If school has high school, the work must conform to the requirements for a recognized high school.

III.—Standardization.

A representative of the State office will make the inspection. If the requirements under I and II are met, a diploma will be granted. (A placard is also placed over the front entrance.)

STANDARD SCHOOLS IN OHIO.

Rural Elementary School of the Second Grade.

Sec. 7655-1. Every one-room school in any rural school district where the school house and out-buildings are kept in proper condition and repair, buildings and yard clean, and separate screened privies are maintained for each sex, shall be considered a rural elementary school of the second grade.

Rural Elementary School of the First Grade.

Sec. 7655-2. Each one-room school in any rural school district which shall fulfill the requirements of this section shall be considered a rural elementary school of the first grade. Such requirements are as follows:

- (a) Clean buildings and yard.
- (b) Building in good repair.
- (c) Separate screened privies for each sex or inside toilets.
- (d) Maps of Ohio and United States.
- (e) Library of not less than 50 volumes.
- (f) One hundred square feet of slate or composition blackboard. The lower margin of not less than twelve lineal feet of which board shall be within two feet of the floor.
- (g) A system of heating with ventilation—minimum a jacketed stove.
- (h) Buildings hereafter constructed to have in connection with them not less than one acre of land for organized play.
- (i) Teacher with at least a three-year certificate.
- (j) Agricultural apparatus to a value of at least fifteen dollars.

Consolidated Elementary School of Second Grade.

Sec. 7655-2. Each consolidated school in any village or rural school district which shall fulfill the requirements of this section shall be considered a consolidated elementary school of the second grade. Such requirements are as follows:

- (a) Clean building and yard.
- (b) Building in good repair.
- (c) Separate screened privies for each sex or inside toilets.
- (d) Library of not less than 100 volumes.
- (e) One hundred square feet of slate or composition blackboard. The lower margin of not less than twelve lineal feet of which board shall be within two feet of the floor.
- (f) A system of heating with ventilation—minimum a jacketed stove.

(g) Buildings hereafter constructed to have at least two acres of land for organized play and agricultural experiment.

(h) At least two rooms and two teachers on full time, one of whom must have at least a three-year certificate.

(i) One teacher to be employed for ten months each year, giving part of his or her time during the school year to the teaching of agriculture or domestic science or both, and during part of vacation supervises agricultural work of boys and domestic art work of the girls.

(j) Agricultural apparatus to the value of at least twenty-five dollars.

(k) A case of not less than six maps, including a map of Ohio.

Consolidated Elementary School of First Grade.

Sec. 7655-4. Each consolidated school in any village or rural school district which shall fulfill the requirements of this section shall be considered a consolidated elementary school of the first grade. Such requirements are as follows:

(a) Clean building and yard.

(b) Building in good repair.

(c) Separate screened privies for each sex, or inside toilets.

(d) A case of not less than six maps, including a map of Ohio.

(e) Library of not less than 150 volumes.

(f) One hundred square feet of slate or composition blackboard. The lower margin of not less than twelve lineal feet of which board shall be within two feet of the floor.

(f) A system of heating with ventilation—minimum a jacketed stove.

(h) Buildings hereafter constructed to have at least three acres of land in connection with each school, one for agriculture and school garden purposes.

(i) Three rooms and three teachers or more on full time, one teacher to have at least a three-year certificate.

(j) A course in domestic science.

(k) Two teachers to be employed for ten months each, one teaching agriculture during the school term and to supervise agriculture during part of the vacation. The other to teach domestic science during the school term and to supervise domestic science instruction during part of the vacation.

(l) Agricultural and domestic science apparatus to the value of at least one hundred dollars.—The Ohio Teacher.

NORTH CAROLINA HIGH SCHOOL ASSOCIATION.

The North Carolina High School Association is an informal organization of the high schools for the purpose of stimulating and encouraging in the secondary schools of the State wholesome athletic sport, organized play and recreation, and general intellectual improvement, by means of interscholastic contests in particular and in such other ways as are legitimate and proper.

There are five divisions of the State Association, as given below. Each division has its own organization, and the State organization is a federation of the district organizations. The State Executive Com-

mittee is composed of the State Inspector of High Schools and the chairman of the district organizations. At present there are no State championship contests held under the auspices of this Association. The contests so far inaugurated are the district contests only.

All public high schools receiving State aid are members of the Association. Any other public or private school of secondary grade may, by vote of the Executive Committee, be admitted to membership in the district organization, and thus become eligible to participate in the contests of the division in which it is located. Application for membership and the privileges that go with it must be made at least twenty days prior to the contests to the Secretary of the district in which the school is located.

There are at present no membership dues. The State Executive Committee, through and in co-operation with institutions and business organizations that are willing to lend their encouragement to the furtherance of the objects for which the Association stands, finances the district contests. The medals, prizes, and cups provided by the State Executive Committee to be awarded in the district contests are of uniform style and design for the five districts. Additional prizes may be offered through the District Executive Committee for other contests not scheduled by the State Executive Committee.

The officers, dates, and places of meeting for the five divisions for 1916 are as follows:

I.—Northeastern Division.

Third Annual Meet, at Greenville, April 6-7, H. H. McLean, Chairman; J. T. Jerome, Williamston, Secretary.

II.—Southeastern Division.

Fifth Annual Meet, at Fayetteville, April 20-21, Frank Hare, Lillington, Chairman; F. E. Howard, Pikeville, Secretary.

III.—East Central Division.

Sixth Annual Meet, at Durham, April 6-7, Frank L. Foust, Pleasant Garden, Chairman; E. H. Moser, Zebulon, Secretary.

IV.—West Central Division.

Third Annual Meet, at Davidson College, April 6-7, J. L. Teague, Stony Point, Chairman; W. J. Weddington, Concord, Secretary.

V.—Western Division.

Fourth Annual Meet, at Bryson City, April 6-7, A. B. Combs, Bryson City, Chairman; Harry F. Latshaw, Almond, Secretary.

(Executive Committee: N. W. Walker, State Inspector of High Schools, Chapel Hill, Chairma; H. H. McLean, Farmville; Frank Hare, Lillington; Frank L. Foust, Pleasant Garden; J. L. Teague, Stony Point; A. B. Combs, Bryson City.)

Home economics departments in schools and colleges are not all so fortunate as to have residences in which to instruct in home management and in housewifery. There has been some hesitancy among school officers because of the initial expense of a practice house. But as it is recognized that these houses are quite as necessary as are good laboratories and that the maintenance costs are not excessive, more departments are being thus supplied.

RULES GOVERNING THE ISSUANCE AND RENEWAL OF FIVE-YEAR CERTIFICATES

The provision of the law whereby the Board of Examiners is permitted to issue without examination the five-year certificate or to give credits without examination for work done in approved institutions was made by the General Assembly of 1915 and is as follows:

"In addition to the three grades of certificates herein provided (these being county certificates), a certificate known as State Certificate, signed by the State Superintendent and Board of Examiners, ereinafter provided, shall be issued to any person who upon examination by said Board of Examiners, shall make a general average of not less than seventy-five per cent. * * * **Provided**, that the said Board of Examiners may, in their discretion, and in lieu of examination, allow certain credits for academic and professional work done in approved institutions and for successful experience. * * * **Provided**, that no person shall be permitted to stand such examination without first filing with the State Superintendent of Public Instruction a statement from the County Superintendent of Public Instruction of the county in which said applicant last taught that said applicant holds a first-grade certificate and has taught successfully at least one year. Said certificate shall be valid in any county in the State, and no other examination or certificate as a prerequisite for teaching a public school shall be required of any person holding such State certificate for a period of five years from the date of issue of said State Certificate, and said certificate shall be subject to renewal and may, in the discretion of the Board of Examiners, on its second renewal, be converted into a life certificate."

The Classification of Institutions.

The next step of the Board was to secure a classification of institutions from which credits would be accepted. Therefore, the Board secured the services of Dr. S. P. Capen, Specialist in Higher Education for the United States Bureau of Education, who visited and examined these institutions at the request of the State Department of Public Instruction and at the invitation of each of the colleges included in his report. The credits allowed for academic and professional subjects are based on his report. The approved colleges and normal schools given below are the result of Dr. Capen's work:

No institution, with the exception of the normal schools, has been included in this list which was not visited by the specialist in higher education from the United States Bureau of Education.

Davidson College.

Elon College.

Guilford College.

Lenoir College.

Meredith College.

Salem Academy and College.

State Normal and Industrial College.

Trinity College.

University of North Carolina.

Wake Forest College.

Atlantic Christian College.

Flora McDonald College.

Greensboro College for Women.

North Carolina College of Agriculture and Mechanic Arts.

Peace Institute.

Queens College.

St. Genevieve's College.

St. Mary's School.

Weaver College.

Carolina College.

Catawba College.

Davenport College.

Appalachian Training School.

Cullowhee Normal School.

East Carolina Teachers Training School.

The State Board of Education reserves the privilege of rejecting all testimonials and records of college or normal work not altogether satisfactory, and of requiring a partial or complete examination of each applicant, if deemed necessary; also of revising the above list of approved schools from time to time.

Credits Without Examination.

The Board of Examiners has passed the following rule governing credits from the above classified list:

A graduate of a college or normal school of approved grade will be given credit for **academic** work without examination, upon presentation of a transcript of satisfactory college or normal work, signed by the proper authority.

An applicant may be excused from the examination on the professional subjects, provided he has successfully pursued an approved course of professional study for a period of at least one year in a school having an approved department of education, or in lieu thereof the Board will give due consideration to successful experience in teaching for a period of not less than five years, or to professional work in teachers' association, reading circles, institutes, and summer schools.

Certificate by Examination.

If an applicant cannot meet the conditions set forth above, that is, if the applicant cannot secure credits from an institution on the appeared list, he may stand an examination in (a) academic subjects and (b) professional subjects, and a certificate will be granted provided the "makes a general average of not less than seventy-five per cent." The subjects of examination are as follows:

(a) **Academic Subjects.**—The academic subjects on which the examination will be given are, Spelling, Drawing, Reading, Arithmetic, Language and Composition, English Grammar, Geography, Physiology and Hygiene, History of North Carolina, History of the United States, Civil Government, Agriculture.

(b) **Professional Subjects.**—The professional subjects will be Theory and Practice of Teaching, as especially related to the teaching of the academic subjects named above, and the North Carolina school law.

Charters' "Teaching the Common Branches" (Houghton Mifflin Company, New York) indicates the character of the work required in this subject.

Special Directions to Applicants.

1. Unless you hold a first-grade county certificate now in force, do not apply for the Five-year

State Certificate, for you are not eligible to such certificate under the law.

2. Remember that the law requires that a statement be filed from the County Superintendent under whom you last taught, that you hold a first-grade certificate and have taught successfully at least one year thereunder. A blank for this testimonial from the County Superintendent accompanies the blank for your application. Do not return the application for the certificate unless it is accompanied by this statement from the County Superintendent.

3. If you can comply with the suggestions contained in (1) and (2) above, fill out accurately and fully the blank for information requested.

4. If you are an applicant for credits based on your college or normal training, forward the application blank thus filled out to the president, registrar or other officer of your college or normal, with the request that he fill out that part of the blank calling for a transcript of your college or normal record and forward it to the Secretary of the State Board of Examiners, Raleigh, N. C.

5. If you are not an applicant for credits on your college or normal work, fill out the blank as requested in (4) above and forward it direct to the Secretary of the State Board of Examiners, Raleigh, N. C.

6. If the blank is sent to your college or normal school, remember that the authorities there may not be able to send in the transcript at once. Just as early as possible after the receipt of the application the Secretary will send to each applicant notice of the credits to which he is entitled under the regulations of the Board.

7. Submit only the information asked for. Personal testimonials, etc., cannot be used as a basis of credit.

8. Do not ask the Secretary to grant credits other than those outlined in the accompanying regulations. He has no authority to do so.

9. Do not ask for special examinations, and do not ask the County Superintendent to give the examination in any subject after it has been made public.

10. Remember that it takes from three to four

weeks for the State Board of Examiners to grade the papers, tabulate the results, and report on the examination.

11. If you change your address after application is made, be sure to notify the Secretary at once.

Dates and Places of Examination.

The examination will be held at all county-seats in the State the second Thursday and Friday in July and the second Thursday and Friday in October, and at all approved summer schools at the close of their respective terms.

All certificates are dated as of July 1st and will become invalid on June 30 of the year in which they expire.

Certificate, How Renewed.

The Five-year State Certificate, at its expiration, may be renewed for a period of five years upon the following conditions:

(1) **No Five-year State Certificate shall be valid for renewal except in the year of its expiration.**

(2) The applicant for renewal must, within three months prior to the date of renewal, make formal application to the Secretary of the State Board of Examiners. The application must be upon a prescribed form, which will be furnished upon request.

(3) The applicant must present satisfactory evidence of successful teaching and school management for a period of at least three school years within the time his certificate has been in force, and of fitness for teaching other than scholarship and training. A blank for these testimonials is attached to application blank.

(4) The applicant must present satisfactory evidence of professional study, such as the completion—

(a) of the four-year Reading Circle Course prescribed during the life of his certificate, or

(b) of at least two terms of study of at least six weeks each at some approved summer school.

(5) If the applicant cannot fulfill the requirement on sue h terms as may be prescribed.

In like manner the certificate may again be renewed for a period of five years or converted into a Life Certificate.

School Room Methods and Devices.

SUGGESTED CORRELATIONS FOR APRIL

By C. H. Lane, Chief Specialist in Agricultural Education, U. S. Department of Agriculture.

The purpose of the material given below is to suggest some ways and means by which teachers in the sixth to the eighth grades, inclusive, may utilize home projects in correlating agriculture and farm problems with the rural school work. It will be necessary for some teachers to adapt the work to their own particular needs and conditions.

Language Lessons.—Reports of field observations. Compositions on methods of growing given crops, such as corn, potatoes, and tomatoes. The following points should be covered in each composition: Preparation of soil, fertilization, cultivation, and harvesting. Write letters to the State extension agent asking advice and information as to matters per-

taining to your club work. Make a record of practical work. Debate: "The corn club movement" has done more to increase the yield of corn in the State during the last five years than any other one influence.

Reading and Spelling.—For correlation reading the following are suggested: Farmers' Bulletins Nos. 54, Some Common Birds; 220, Tomatoes; 372, Soy Beans; 414, Corn Cultivation; 431, The Peanut; 458, The Best Two Sweet Sorghums for Forage; 459, House Fly; and 509, Forage Crops for the Cotton Regions.

The usual method of listing and assigning words should be employed.

Drawing.—During the months of April and May the pupils of this group should spend the time to be devoted to drawing in gathering data and preparing a map of the school township or district, showing the location of all public enterprises that touch upon farm life. These will include the following: Principal and neighborhood roads, telephone line, rural carriers' routes, church buildings, school buildings, railroads, railway stations, side-tracks, community markets, if any, streams, mills, etc. This map should be so complete that it will show all the advantages and disadvantages of the township or school district. Complete this map by locating the homes of the boys and girls who belong to the clubs and have contest plats.

History.—During the months of April and May, or the closing of the school, special attention should be given to the study of the histories of crops or breeds of animals to be grown by the club members, laying special emphasis on the degree of success with which each has been produced and the conditions that they have obtained in connection therewith. It will be especially important to study the methods of preparing seed beds, of fertilizing, of planting, and of cultivating that have been employed in the past, to determine with what success these methods have been employed and to what extent they should be used by the club members. This study should be extended to methods of feeding poultry and swine, noting especially the success of the different methods and the conditions that obtained in each case.

Geography.—Prepare a map of the State, indicating thereon by distinguishing marks the different classes of schools teaching agricultural sciences. Continue this study to the Nation and to other countries and determine as nearly as possible the effect that such institutions have had on agricultural advancement and how agricultural conditions have affected the work of the schools.

Arithmetic.—Develop problems on crop rotation, estimating the value of the same in soil improvement and in saving in the cost of fertilizers. Plan rotations especially adapted to the needs of the corn and pig club members, based on proper rotation principles, and at the same time providing feed and grazing for hogs. Develop exercises based on the foregoing for work in the arithmetic classes.

Excursions and Practical Work.—Visits should be made to places in the community affording opportunities for the studying of hot-beds, cold frames, and their structure and use.

The months of April and May should be devoted to planting contest crops and germinating plants for the purpose of transplanting later.

HANDY TO HAVE IN THE SCHOOL-ROOM.

Red ink.

Colored crayons.

A bottle of mucilage.

A box of water colors.

A box of rubber bands.

Pads of paper of various shapes and qualities.

Smooth, clean, wrapping paper and a ball of twine.

Artists' thumb tacks to fasten up home-made charts, pictures, etc.

A rubber pen, which costs 25 cents and is invaluable in making charts on manila paper.

Some simple remedies—a bottle of camphor for

"faints" and other emergencies; a bottle of vaseline; court plaster; soft cloth for bandages; a harmless headache remedy. With these on hand, trifling ills and accidents can be attended to easily, and the child need not lose valuable time by being sent home for care.

A roll of manila paper for making maps, charts and pictures. If you must wait to send for it when the brilliant idea seizes you, it may have fled ere you get your materials together. In buying manila paper, as anything else, get it by the quantity.

Plenty of paper and envelopes of good quality and matched as to color and size. Teachers have been known to write notes to parents using stationery that was disgraceful—soiled, crumpled scraps of paper, dingy envelopes, or perhaps no envelopes at all—a large sheet of paper with a small envelope, necessitating much folding and ceasing of the paper. All this affects the teacher's standing and reputation in the community. Many of the large cities furnish to the teachers official stationery, bearing a suitable letter-head. This is only right and proper; but in places where it is not done, the teacher should see that her paper and envelopes are "above reproach."

A large manila envelope for newspaper clippings. These are manufactured expressly for letter files but are invaluable for scraps. Each one contains twenty-six pockets labeled alphabetically. Fold your scrap to a convenient size with the title on the outside. With a blue pencil underline the principal word of the title and put the clipping in the pocket under the appropriate letter.—American Journal of Education.

A POEM FOR STUDY.

(Read this poem to the upper grammar grade pupils, and discuss it with them.)

Toilers.

There the workman saw his labor taking form and bearing fruit,
Like a tree with splendid branches rising from an humble root,

Looking at the distant city, temples, houses, domes and towers,
Felix cried in exultation: "All the mighty work is ours.

"Every mason in the quarry, every builder on the shore,

Every chopper in the palm-grove, every raftsmen at the oar—

"Hewing wood and drawing water, splitting stones and cleaving sod—

All the dusty ranks of labor, in the regiment of God,

"March together toward His triumph, do the task His hands prepare:

Honest toil is holy service; faithful work is praise and prayer."

—Henry Van Dyke, "The Toiling of Felix."

1. Compare the ideas in the first two lines.

2. Explain Felix's exultation.

3. What constitutes "The Regiment of God"?

4. Discuss the two ideas in the last line.

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This is the season of County Commencements. The counties have caught the habit, and it is undoubtedly a good habit.

Notice how much school property burns during the month of March. The wind blows the embers and trash spreads the flame. Are school houses built to burn?

The idea of taking the children of the school to inspect the best farms in the community is fine. Sampson County deserves the praise of the State for initiating this educational feature.

A large number of county commencements are being held just as **North Carolina Education** is going to press. It would take more space than we have to print the intensely interesting announcements that have come to us.

The Winston-Salem News is the name of a monthly paper published by the Winston-Salem City High School. It announces that Mr. Robert B. Falls is the Supervisor of the Printing Department newly added to the high school.

Another school building has been destroyed by fire. This time, "the fire is supposed to have originated from a spark falling on trash on the roof." The total loss is about \$600. This is heavy on a rural school. When we are bettering school houses, why not move the trash off the roof?

"A free public library in every town in North Carolina by 1920" is the rallying call printed in red letters at the head of the current number of the North Carolina Library Bulletin. The State has nineteen towns with a population of 2,500 or more which have no public library.

According to the monthly progress letter sent out by Superintendent Newbold the colored teachers of the State raised during the month of February \$1,056.33 for school improvements. The largest

amount raised by a single county was \$137.13 from Edbecombe County. In the same month they organized 29 moonlight schools. The largest number was 12, in Randolph County.

Superintendent Speas, of Forsyth, sent out to his teachers in advance a stirring letter of instructions and a closely printed four-page bulletin of the program and announcements relating to the county commencement which was held March 31. The plans for it were well laid in a splendid big meeting of county teachers on the fourth of March.

The schools are now near the end of the term. Teachers should begin to plan their summer work. Many summer school are convenient for all the teachers of the State. It is necessary, therefore, for each teacher to decide definitely what improvement he or she needs and then select the summer school that will give the desired training.

Big posters 22x31 inches advertised in advance the Pender County School Commencement which was held March 17 at Burgaw. There were a splendid school exhibit with a long list of prizes and likewise domestic exhibits of bread, pies, cake, pickles, canned fruit, and home-cured pickles—all in a big prize contest. The corn, cattle, pig, and poultry shows, with their attractive prizes, were also advertised on the poster. If superintendent Murphy's school people didn't get the biggest sort of crowd together at their school commencement, it was certainly not the fault of their advertising committee.

DR. E. W. SIKES LEAVES THE STATE.

It is a cause of much regret that Dr. E. W. Sikes, Dean of Wake Forest College and Professor of Political Economy and History for the past eighteen year, will leave North Carolina at the end of the present scholastic year. He was recently elected President of Coker College, South Carolina, and he will assume his new duties about June 1.

Dr. Sikes has taken an active part in the civic betterment of his native State. It was this interest that moved his county to send him to the State Senate four years ago. For eighteen years he has been a factor in promoting educational progress, and thirteen years ago when the entire educational forces were mobilized to increase local taxation and promote consolidation of district, and the improvement of school houses, his power as a public speaker was instrumental in giving momentum to educational progress. He has made a distinct contribution to general civic improvement and his friends sincerely regret that the right kind of combination was not found that would hold him in the State for life.

THE MODERN IDEA IN EDUCATION.

The last issue of the **Sampson County School Record** contains some concrete illustrations of the modern idea in education. They are so valuable that they should be read by every teacher and superintendent in North Carolina.

An Active Teacher.

Miss Florence Boyette says of her work: "I offer my services in every way that is possible. I have offered to go into any home and help sew or plan to sew, instruct in cooking, embroidery, or to help in any way I possibly can. I visit the parents and write invitations to attend our call meetings, and to those who do not come we send health bulletins and other reading matter to make them feel that we are interested in them.

"We organized a betterment society and embroidery club. The largest per cent of the ladies of the community are members. I have offered prizes for the prettiest exhibit of sewing, crochet, and embroidery. This creates interest. We get together and work and have a good time."

A Unique School Day.

The teachers of Laurel Hill School, Sampson County, Misses Bessie Daughtry and Ruth Parker, have conducted one of the most interesting and profitable educational exercises that has been published.

The day was January 21. The first half of the day was devoted to regular school exercises mixed with talks from visitors, and the exercises for the morning were concerned with community life. The remainder of the story of the days' exercise is taken from the **Sampson County School Record**.

"After dinner, wagons, five in number, which had been secured previously by the teachers, were loaded with children who were to be taken around to see the best homes and farms in the neighborhood.

"The first home visited was that of Mr. W. H. Moore. Each child was taken through all the house and the conveniences of this well equipped home were shown and explained. The smoke-house and corn crib, with their 1916 mechanism, were well worth seeing. Also were the other out buildings, including the gasoline engine which furnishes the power to pump water, etc. This modern country home will long be remembered by the visitors and much longer will be happy owners be remembered for their hospitality.

"The next place visited was the well known home of Mr. J. R. Peterson, one of our county commissioners. Here Mr. and Mrs. Peterson were ready and waiting for us. While the boys were shown the cattle and hogs and the conveniences for caring for these, the girls were equally being instructed by Mrs. Peterson. She took them through her conveniently arranged dining room and kitchen, showing them many devices to save time and labor. She is one of our county home demonstrators, as most of you know. They gave us adieus that were appreciated and will be remembered. Mr. Peterson gave apples and Mrs. Peterson flower cuttings.

We enjoyed staying at this place, but time urged

us on to Mr. William Peterson's home. The main features here were the winter crops that were growing. While tramping over the fields we saw many things of interest. Chief among these were his fine hogs. His cattle were of interest, too. Mr. Peterson knows how to please children as well as to farm, for the apples he gave proved that.

By this time it was growing late, but as some had never seen the county home, this was visited. The impressions made here will be as lasting as any. May they all be for good! So far as we are able to tell, this was a day well spent. The lessons taught in all these things that go to make farm life profitable and happy are of vital importance to all. Such a "School Day" is well worth trying."

THE PROGRESS OF THE COLORED SCHOOLS.

The individual white teacher is so occupied with his or her own particular school that the work and progress of the colored teachers are likely to pass unnoticed. Superintendent N. C. Newbold, State Agent of the rural schools of the colored race, has just issued a bulletin, which is as its title suggests—"A Summary of Reports of Home-makers Club Agents" for 1915. There is great activity in North Carolina just now in organizing home-makers clubs (The club may be called by other names) by the white people and when we speak of tomato clubs, corn clubs, poultry clubs, and pig clubs, we naturally think of the work of the white people, because our interest as a rule centers at that point. However, Superintendent Newbold's statistical report is a revelation.

The colored population have home-makers clubs in twenty-six counties, and in nineteen the work is under the direction of a special supervising industrial teacher regularly employed. In five others part-time agents are employed to work under the direction of the county superintendent. The following summary tells the story.

Grand total of vegetables and fruits canned, preserved and pickled (qts.)	----	179,348
Grand total of jelly made (glasses)	-----	16,069
Grand total of vegetables, fruits, and poultry sold	-----	\$6,639.25
Value of pigs reported (by one agent only)		\$2,681.00

One county superintendent reports that his colored club agent was of very great service to many white people in his county by giving suggestions for canning and preserving. Notice the reports from some of the supervisors:

Forsyth County—The selection of the right kind of material for clothing has been of great value.

Anson County—Whitewash club was organized and one home painted.

Harnett County—The colored people of Dunn have pledged to raise \$1,000 for the new school building.

Pitt County—One club of girls made all their dresses and the families' dresses for the first time this summer.

Robeson County—Forty-one gallons of syrup was made by one boy from one-half acre of cane.

Sampson County—Talks on sanitation; as a result houses have been screened and premises have been cleaned.

Vance County—Thirty-eight houses were white-washed.

Columbus County—We have held several community meetings; organized and worked the roads in the communities.

Bertie County—Nine sewing classes were organized.

Perquimans County—Almost all the girls took special interest in flower yards and cleanliness of the home.

Superintendent Newbold is thoroughly justified in drawing this conclusion from the reports of the field agent: "It seems to me that some of these workers have done wonderful things, and the results of the combined efforts of all are nothing short of marvelous. When I consider how closely the work is associated with the homes and the lives of the people, I am tempted to say that no other work we are attempting is quite so important or far-reaching."

MAGAZINE ARTICLES THAT TEACHERS SHOULD READ.

Modern Literature in the Small High School.—This article in the February number of the English Teachers' Magazine (Chicago) should be of interest to the high school teachers of English. The writer, a teacher, Winifred Littell, of Marquette, Michigan, first secured "an excellent list of the best newspapers, magazines, novels, and dramatic works." She began with newspapers and her plan of using them in the class-room is interesting. These could be used daily. Next she used magazines, chiefly the Literary Digest and the Independent. Next came the World's Work, Review of Reviews, Current Opinion, Outlook, and Ladies' Home Journal. Her method of using the modern novel and short story is equally interesting. Her English class is formed into groups or clubs, and these take up the novel or story on stated occasions. There are so many helpful suggestions in the article that all English teachers should read it.

Little Gardens.—The Independent of March 6, contains this article, which consists of "Three Brief Practical Talks to People Who Have Back Yards and Want to Use Them." Teachers who are interested in instructing students or parents in planting flowers, which "are as essential to a house as a dress is to a woman" will find a plan laid off and flowers suggested, including the cost of planting them. The "three practical talks are: (1) A simple hardy border for a yard; (2) a garden of annuals for summer and early fall; (3) a back yard vegetable garden of 25 feet square. This is the time of the year when teachers should be prepared to give intelligent advice to those who wish to have a garden.

New York, the Stupendous.—This article by James Middleton appears in the March number of the World's Work. Few teachers know that New

York is the largest city in the world and why it is growing so rapidly. The teachers of geography will find this article helpful and pupils will be glad to receive the information it contains. What forces have made this New York the largest city in the world? A hundred years ago Virginia was the most populous State. The writer undertakes to answer the above question; and in doing so he went back to geography. It has become the home of millionaires, a city of fine arts, the nation's playground, and the headquarters of big business. The article is well illustrated. There is material enough in this one article for two or three geography lessons.

Spain and Portugal.—The Romantic history of the Iberian lands and the place they hold in the world of today is told in March Munsey's Magazine by Frederic Austin Ogg. The writer gives a running account of the early history of these two interesting countries. The influence of the Mohammedan conquest is brought out. The rise of Castile, the power of Aragon nobles, the greatness of Spain at the time of the discovery of America, the decline of Spain, the Napoleonic conquest, and modern Spain and Portugal are the leading powers in the article. The articles are rich with illustrations. Every teacher of European geography and every teacher of modern European history will find the articles very suggestive and helpful.

PRACTICAL DOMESTIC ARTS.

Some time ago Mrs. Carter, the State agent in charge of domestic science for Texas, inspected the Sandhill Farm-Life School in Eureka. The part of it that won her praise is the training that Miss Rankin is giving the girls in cooking, sewing and other domestic arts. "I have never seen a teacher who has fitted her work to local needs in a more sensible way," said the visitor. "Many teachers of domestic economy get away from the practical and spend time teaching the pupils how to make fancy desserts, etc. The utensils used are often small, toy-like things, and after using these in school I found myself at sea when I tried to cook a real meal at home. The girls who attend your Sandhill school will cook on wood stoves such as Miss Rankin is using. Her plan of having the teams prepare the school meals is very sensible. She certainly has the right point of view and is fitting her work for local needs in a way that deserves praise."—Moore County News.

BULLETS FROM THE NORTH CAROLINA LIBRARY BULLETIN.

A public library is one of the best paying investments a town can make.

Do you want a public library in your town? The Library Commission will tell you how to start one.

A free public library is an educational institution and is just as essential to a town as the public school.

Your children attend free schools where they are taught to read. Do they also have access to a free public library where they can get the best reading?

A library is not a luxury, but a necessity. It is needed now and should not be pushed into the background until streets, lights, and all other civic improvements have been provided for.

News and Comment About Books

NOTES AND COMMENT.

A book called **The Country Life Reader**, by Professor O. J. Stevenson, of Toronto University, is soon to be published by Charles Scribner's Sons. It will consist of selections in prose and verse intended to wake the country boy to the beauty and meaning of the world about him and to give stimulating information about the various activities of country life.

¶ ¶ ¶

An excellent background for American history is found in **History Stories of Other Lands**, published by Row, Peterson & Company, Chicago. There are six of these beautiful illustrated volumes in a progressive series beginning with the third year and ending with the eighth, and they are priced at 40, 50, and 60 cents each. Three or more States have adopted them for supplementary use.

¶ ¶ ¶

Only forty-six copies of North Carolina poems, edited by E. C. Brooks, now remain. If you have been intending to order a copy, you had better act now upon your good intention. The price of the cloth bound copies is \$1.00; the paper 50 cents, postpaid. Orders will be filled as received while the supply lasts. Send remittances to **North Carolina Education**, Raleigh, N. C. For a gift to your friend or for commencement prizes for the advanced pupils, get North Carolina Poems.

BOOK NOTICES.

The Nurnberg Stove. By Louisa De La Rame. Illustrated in color by Maria L. Kirk. Cloth, 96 pages. Price, 50 cents net. J. B. Lippincott Company, Philadelphia, Pa.

This has been called one of the greatest children's stories ever published. This particular edition is a singularly happy addition to the "Stories All Children Love" series of the Lippincotts. The cover is stamped in colors, the type is large and clear, and there are four full-page pictures in colors.

The Daily Speller. By Mary Lida Bartlett. For **First Grade**, flexible covers, 33 pages, illustrated. For **Second Grade**, flexible covers, 69 pages, illustrated. J. B. Lippincott Company, Philadelphia, Pa.

The speller for the first grade contains a vocabulary of about 100 words, that for the second grade

more than 400. The author of these attractive spellers is indisputably sound in her claim that in learning to spell "nothing can take the place of drill." These books make drilling easy and as nearly automatic as may be expected of drill-work in these grades.

English Grammar Simplified: Its Study Made Easy, by James C. Fernald, L. H. D., Author of "Synonyms, Antonyms, and Prepositions," "A Working Grammar of the English Language," etc.; Editor of the "Students' Standard Dictionary," etc. 12mo., Cloth, 282 pages. Indexed. Price 75 cents, by mail 83 cents. Funk & Wagnalls Company, Publishers, New York.

An extremely valuable summary of English grammar saturated with common sense. Needless discussion and explanations are left out to make room for facts. It is packed to overflowing fullness with essential and important things. For home, office, or school, this volume, with its full index will be found an ever-ready and very handy trouble-settler.

Brush Drawing, Pen Drawing, Landscape Drawing (Pencil), Object Drawing (Pencil). By Leon W. George. Four books 16 pp. each 7 1/2 x 10, 10c. each, 13c. by mail. St. Louis News Company, St. Louis, Mo. American News Company, New York.

These books were prepared especially for the general drawing book trade, but they will be very helpful to Drawing Teachers and Superintendents who may feel the need of supplementary work. Each book has a three color poster cover and contains fifteen splendid examples of drawing arranged in progressive form. Each drawing shows the professional method of rendering, whether with pen, pencil or brush, thus making them very desirable books for the ambitious and growing student.

Daily English Lessons. A text-book for Secondary Schools. By Willis H. Wilcox, Ph. M., Professor of English Maryland State Normal School. **Book Three: Grammar and Composition.** Cloth, 309 pages, J. B. Lippincott Company, Philadelphia, Pa.

In both the grammar and composition work excellent material is provided for practice. The kind presented suggests a wealth of other material which the live teacher can easily provide. Theory is presented so far as needed for practical purposes in a secondary course but is not spun out to hair-splitting fineness. In both oral and written composition the author has given some chapters

of great value and striking freshness. The definitions of such terms as unity and coherence are singularly clear and easy of comprehension by the pupil, and the entire book is an excellent text for the average secondary course in English.

Everyday Rhetoric. By Loring Holmes Dodd, Ph. D., Assistant Professor of English, Clark College, Worcester, Mass. Cloth, 88 pages. Price \$1.00. The Davis Press, Worcester, Mass.

Brief, clear, interesting; helpful especially to young college students for whom it is primarily designed. The title as commonly understood does not precisely indicate the character of the book, since 63 pages are devoted to spelling and grammar and only 14 to rhetoric proper. Compact, concrete, readable; useful for quick reference by any one who needs to consult it.

Lippincott's Practical Primary Arithmetic. By T. C. Bruff, C. H. Hayden, L. E. Watkins, of the Baltimore Public Schools. **First Book**, cloth, 136 pages. **Second Book**, cloth, 184 pages. J. B. Lippincott Company, Philadelphia Pa.

The first book is designed for the first two grades, the second book for the third and fourth grades. Each year's work is given in two half-year sections. The progressive development of the early ideas of numbers and their practical application in the first four grades is admirably worked out. Abundant use of daily experience is made in the copious exercises for practice and drill work. New topics are introduced concretely, the concrete being dropped as soon as the need for it passes. An intensely practical presentation of number for the first year grades and it will abundantly reward diligent study and drill.

The American Country Girl. By Martha Foote Crow, author of "Elizabeth Barrett Browning," etc. With fifteen illustrations from photographs. Cloth, 367 pages. Price \$1.50 net. Frederick A. Stokes Company, New York, N. Y.

A topic of tremendous import! It is not here treated as a subject of poetry or fine lofty sentiment, but with the earnestness of genuine appreciation and sympathetic interest. The book is dedicated to the "seven million country life girls of America." The first chapter is entitled "The Country Girl—Where is She?" The answer is: "The great host is scattered far and wide; they are everywhere present." She is a human being like her brother and some of them are keeping step with their brothers in "the funeral procession of the nation" cityward. Out of her own experience in the education of young women and work

in the Cornell University study of country life problems, Mrs. Crow has written this sincere and helpful book about the country girl and for the country girl; "for her mother and father, and for everybody else as well," says the author, "but especially for the country girl herself." We could wish that it might find its way into ten thousand country homes in North Carolina. W. F. M.

Why We Punctuate; or Reason Versus Rule in the Use of Marks. By William Livingston Klein. Revised Edition, entirely rewritten. Cloth, 8 vo., xvi+224 pages. Price, \$1.25 postpaid. Lancet Publishing Company, Minneapolis, Minn.

A new edition and in nearly everything but name a new book. Treats the principal marks together, instead of one at a time; regards reason as well as, or instead of, rules; interprets meanings and weighs sense relations. It is a thorough, modern, and gratifyingly rational discussion of the subject of punctuation—and the only one we know of made on the particular plan it adopts. Right well equipped indeed is the student of punctuation who owns this book and "Woolley's Mechanics of Writing."

The Little Book of American Poets, 1787—1914. Edited by Jessie B. Rittenhouse. Cloth, gilt-top, xxiii+306 pages. Price \$1.25 net. Houghton, Mifflin Company, Boston, Mass.

Like its companion "A Little Book of Modern Verse," this is an exceedingly comely little volume, its mechanical appointments well befitting its contents. Beginning with two poems from Freneau (1752—1832), the selections from North, East, South, and West, and the points between, include mainly those poems "which time has winnowed from the mass" and cover the changing decades to the present, which is represented by Richard Le Gallienne, Frank L. Stanton and others. Its range is indicated by the fact that more than 140 poets are represented by something like twice that number of poems. The book has indices of titles, authors, and first lines, and in the table of contents a date or dates indicate the period of each writer.

High School and Class Management. By Horace A. Hollister. Cloth, 330 pages. Price, \$1.25. D. C. Heath & Co., Boston, New, York, Chicago.

The first part gives briefly the history of the development of the American high school, defines the high school in modern terms, and outlines the conditions most favorable to its further normal growth. The second part treats of the general management of the high school

and shows how in its organization, government, and selective and advisory functions it may best perform its duty to the pupil and to society. The third and largest part of the book is devoted to problems in class management and the technique of teaching. The principles of class management are considered from the point of view of the conditions and requirements of the high school as distinct from the elementary school. The book comes out of the author's thirteen years' experience as inspector of high schools in Illinois.

Sex Problems in Work and Worry. By William Lee Howard, M. D., author of Plain Facts on Sex Hygiene, etc. Cloth, 204 pages. Price, \$1.00 net. Edward J. Clode, New York.

In the foreword the author states his object as follows: "It is my purpose to show how the mental weeds of a personal nature in man and woman start, how the brain cells are packed and crowded with harmful impressions, how it is impossible to get the best out of us under such stultifying conditions. I endeavor to show why it must be clearly understood that suppression or denial of any or all sex activity, ignorance of their slightest demonstration or morbid concentration upon these natural phenomena are states which cause faulty adjustment of the human machine—brain and body, morals and intellect." The author is strong in setting forth evils which, he declares, can be corrected, but he does not exhibit the same enthusiasm and thoroughness in showing how they may be remedied.

English Prose and Verse from Beowulf to Stevenson. Selected and edited by Henry S. Pancoast. Cloth, 8vo. 816 pages. Price \$1.75. Henry Holt & Company, New York. N. Y.

While based on three preceding volumes, this is virtually a new collection containing a greater amount of text than the three combined. Some selections in the period before Chaucer have been omitted before great many new selections have been added and especially have the writers of the Victorian period been given the larger space due to their nearness in sympathy and interest. The book contains about 750 selections representing upwards of 225 authors, and, the space is nearly equally divided between prose and poetry. The Old and Middle English selections (except Chaucer) are either translated or modernized. Notes not too abundant are at the foot of the page, there is an index each of authors, of first lines, and of titles. The book is a monument to the industry, teaching skill, and great learning of a long recognized master in the field of English Literature.

The Creed of the Old South, 1865-1915. By Basil L. Gilder-sleeve. Cloth, 128 pages. Price, \$1.00. The Johns Hopkins Press, Baltimore, Md.

Here are two captivating papers, delightfully saturated with a classic aroma which the great schoolmaster-author could no more withhold from them than could the grapes of Latium deny their flavor to the Caecuban wine of Horace. Charming as they are in style, they are yet absorbingly interesting in their content. The title essay first appeared in the Atlantic Monthly of January, 1892, nearly a quarter of a century ago, and the author says of it that it attracted wider attention than anything he has ever written. The other paper is called "A Southerner in the Peloponnesian War," and is a study of "two wars." Through both of them flows the glow and warmth of a "bookish Confederate's" genial humor and reminiscence. Not less delightful than these papers are the twenty pages of notes explaining 1865 to the children of 1915.

Keeping Physically Fit: Common Sense Exercises for the Whole Family. By William J. Cromie. Illustrated. Cloth, 146 pages. Price, \$1.00. The Macmillan Company, New York.

The author is Instructor in Physical Education in the University of Pennsylvania and possesses enthusiasm that is contagious. "Would you believe," asks Dr. Cromie of the busy business or professional man, "that you can gain and maintain physical efficiency by devoting but eight of the 1,440 minutes of each day to simple common-sense, physical exercise?" "Whether you believe it or not," he continues, "I shall go on record for making such a claim. If you meet me half way by following my instructions I shall, by your own verdict at the end of the month, prove my assertion." It is a book not for men only but rather for the whole family. There are exercises for the busy man, for the nervous woman, and for the growing child; and a chapter is devoted to Mind vs. Body. One of the best common-sense chapters in the book is the one treating of Deep-breathing Exercises.

Do not forget that only a few copies of Brooks's North Carolina Poems now remain in the publisher's hands. It is the latest collection of our native verse, giving 102 poems from 37 authors, and contains useful notes and biographical sketches, adapting it readily to class purposes.

The price of Craig's Question Book is \$1.50, but we will send it postpaid for only \$1.20. Teachers' Supply Co., Grayson, Ky.

State School News

SCHOOL NEWS BRIEFS.

This week and next will include a great number of county commencements and school closings.

The board of aldermen of Greenville has donated a lot for the erection of a public library building.

The Chamber of Commerce of Hickory has taken up the task of securing a Carnegie library for that town.

Statesville held a "Buy-a-Can" day recently. Several hundred cans of the products of the Girls' Canning Club were sold.

Some of the teachers favor township commencements instead of the big county commencements, which, they say, are unwieldy.

The Greensboro College for Women wishes to obtain a copy of its catalogue for 1902-'03. This is the only number missing from its files.

On the first Monday in this month the Board of Education of Northampton County will consider bids for the establishment of a farm-life school.

Dr. George Ramsey has resigned the presidency of Peace Institute on account of poor health. It is expected that his successor will be chosen at the approaching commencement.

The Currituck Educator is a new member of the growing order of county school papers. It is packed to the brim with live educational matter by its editors, R. E. Snowden, Dr. W. T. Griggs, and Supt. R. W. Isley.

Knott's Island school in Currituck believes in flowers. The Currituck Educator says that as many as thirty-five flower vases full of nice flowers were on the window sills three weeks before Christmas!

The Wake Forest Student for March is a fine number, devoted to the memory of Dr. Charles E. Taylor. It is made up of selections from his letters, sermons, and addresses and of tributes to his life and character.

"Our schools so far are the best ever," says Supt. C. C. Wright, of Wilkes. "Have just received a

A combination worth while, is Craig's Question Book, price \$1.50 and Lusby's Question Book, price \$1.00, both postpaid for only \$1.90.

final report from one of our schools which shows a revised school census of 24 pupils, an enrollment of 24, and an average daily attendance of 23!" Has that record been beaten?

Statesville school children are decidedly interested in back-yard gardens. The Landmark says the children of the white graded school have bought this year \$54.83 worth of penny-package seeds and bulbs to plant in the yards of their homes.

The North Carolina Library Association will hold its annual session in Gastonia April 12-13. The members will be guests of the Woman's Betterment Association, who will entertain them in private homes. A Shakespearean evening has been arranged for the last session and will be in charge of Dr. Maurice G. Fulton, of Davidson College.

Prof. F. H. Curtiss to Speak at Genesee Banquet.

Prof. Frank H. Curtiss, the North Carolina manager of the Virginia School Supply Company, Richmond, Va., has two hobbies: one is producing business for his company and the other is keeping in touch with his friends, old and new. An alumnus of the New York State Normal College, he has been assigned to a prominent place on the re-union program of the Alpha Chapter of the Delphic Alumni Association, which will give a banquet and reception on the evening of June 17 at Genesee, New York. The occasion will celebrate the forty-fourth anniversary of the Association. Professor Curtiss will attend by special invitation of the committee in charge which is making up a program of addresses by those members of the association who have gained prominence in their special fields of activity.

Elpikora School House In Iredell Is Destroyed.

The Elpikora school in Chambersburg township was destroyed by fire March 10. The fire is supposed to have originated from a spark falling in trash on the roof. The roof was almost ready to fall in when the fire was discovered, and the children were marched from the building in the nick of time. No cloaks or hats or books were removed, although a number of the youngsters heroically saved their lunch boxes. The building which was a two-room edifice was

Lusby's or Craig's, or Craig's and Lusby's. Teachers' Supply Co., Grayson, Ky.

valued at \$1,100, the furnishings at \$125. The building is insured to the amount of \$600, the furnishings \$125.

Housekeepers' Club in Wilkes.

Messrs. Editors:—On December 29th we organized a club among the housekeepers of this community, known as the Housekeepers' Union. Its purpose is to bring the people together, to discuss our needs and to devise plans for the improvement of our homes and community. We have already enrolled seventeen members and our meetings are held weekly. Each housekeeper entertains the club at her home, and at the close of the meeting refreshments are served. This feature of the occasion promises to be interesting and is always thoroughly enjoyed by all present.

The writer is president of the club. We are now trying to encourage the reading habit by the use of a few good books in our club meetings. Our school library has been supplemented from time to time and we have a large collection of good books for both young and old.

We are planning to have community-clean-up-week in the near future, when we shall give our homes and premises a most thorough cleaning, by which we hope to improve the sanitary condition of the entire neighborhood.

In our meetings we sew and do other fancy needle work. Our club is planning to have an exhibit at the County Commencement this spring.

Another very interesting feature of our club meetings is the reading of a paper written by one of the members who has been previously appointed editor. This paper gives a brief account of the happenings in the neighborhood each week. Our club is growing and we hope to enroll every housekeeper of the community.

WILKES COUNTY TEACHER.

February 28, 1916.

Selma's New School Building.

Ground is being broken for Selma's new \$40,000 graded school building. After much debating on the part of the school board and protests on the part of the citizens, it has been decided at last to put the building at the northern end of Pollock street. The present site was not considered large enough for adequate play grounds and it was decided to erect the building elsewhere.

With this new building, modernly equipped in every respect, Selma will have one of the finest school buildings in the county.—News and Observer.

If preparing for an Examination write the Grayson Normal School, Grayson, Ky., for information concerning its Correspondence Course.

Pupils' Reading Circle.

Four hundred ninety-six children of the county schools are enrolled in the Edgecombe County Pupils' Reading Circle at this date. These children represent twenty-seven of the county's thirty-six rural schools. Why are not the children of the other schools likewise enrolled? Why have they not also agreed to read six good books from the school library during the school session? Certainly the children in these nine schools are not less bright and less eager than those who are enrolled. We dare not lay the blame upon these children.

No other service which parents and teachers can render to children is comparable to that of instilling into them a genuine love of good literature. It will safeguard them against loneliness and temptation and give them the key to the great world locked between the pages of the thousands of books which can and do give the reader the strength of great men of all times.—Edgecombe County School Bulletin.

Prizes for Good Roads Essays.

Johnston County, N. C., is always starting something. William M. Saunders, President of the Johnston County Bank and Trust Company, has begun what promises to be the greatest campaign for good roads ever started in North Carolina. In place of advertising for depositors he offers a prize of a one dollar bank deposit to every rural school in Johnston county for the best essay on "Good Roads."

Teachers are the judges in their respective schools and the essays unlimited. Children can go anywhere to secure information via State Highway Commission U. S. Office of Public Roads, colleges, congressmen, libraries, newspapers, etc. The object is three-fold.

1. To teach the child thrift.
2. To acquaint it with local affairs, the roads.
3. To learn the value of local institutions, the banks. The books are not mailed, the child must call in person for its book. In one county the bank deposits doubled in one year by giving the parents confidence in the banks.—Southern Good Roads.

A Monument to Daniel Boone.

A monument to Daniel Boone, erected by the Boone Trail Highway

Association, is to be unveiled in North Carolina this spring. The bronze tablet on this monument contains the map of all the roads in that section. Especially is the map interesting, as it contains the outline of the post road built in North Carolina with the aid of the Federal Government, through the recent bill for experimental road work. The map also shows the route of the Boone trail highway for Davie, Forsyth, Rowan, Yadkin, Wilkes, Watauga and across the mountains at Mountain City; thence into Tennessee, where it reaches the Bristol-Washington highway, and joins also with the Dixie highway going into Kentucky, and north to the Lincoln highway at Lima, Ohio.

Above the map is the picture of Daniel Boone, in characteristic costume of the hunter, his long rifle and dog at his side, and racoon cap on his knee. Boone is represented as sitting looking westward.

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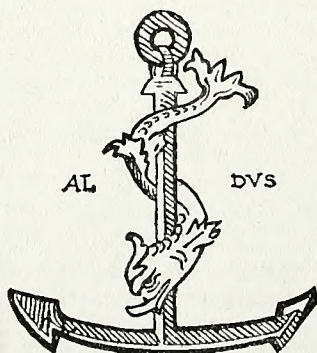
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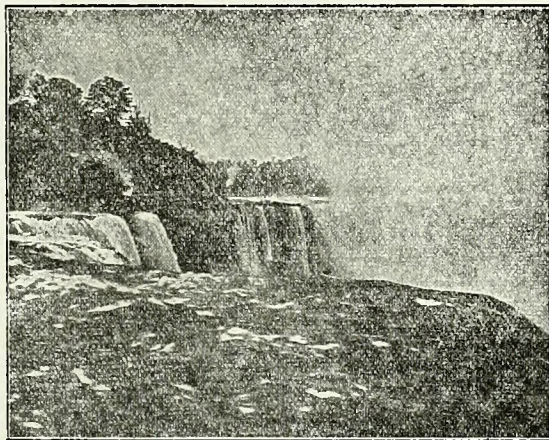
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Dormitory at Cary High School Burned.

The large two-story frame dormitory at the Cary High School, valued at between \$8 000 and \$10,000, was burned March 16. The building was insured for \$5,000.

The loss of the dormitory, which was occupied by 41 students, will not affect the attendance at the school as at a mass meeting held in the school auditorium, which was presided over by Mr. Charles J. Parker, chairman of the school committee, arrangements were made for taking care of all the students in the homes of the people of the town. County School Superintendent Giles arrived from Raleigh by automobile while the mass meeting was in progress and made a short address in which he assured all that he was certain the County Board of Education would see that a better building would quickly rise on the ashes of the burned structure.

The fire started in one of the rooms of the dormitory at about 9 o'clock. The flames were extinguished there but they broke out elsewhere and soon got beyond control of the fighters. Several of the students lost all of their clothing and other effects.

The fire temporarily broke up a St. Patrick's Day party which was in progress in the school building. This affair was given by Miss Willie Vernon, sponsor of the basketball team. Later on, however, the young people reassembled and enjoyed the delightful supper that had been prepared.

Superintendent Giles, while he was not authorized to speak for the County Board of Education, said that he was of the opinion that the board would erect a \$10,000 or \$12,000 brick structure.—News and Observer.

Teacher Training in McDowell County.

The county superintendent has arranged with the three county high schools to provide a four-weeks' course in teachers training at each high school, followed by an institute of two weeks at Marion. Work will begin Monday. Such courses have been offered heretofore, and as a result 85 per cent of the rural teachers of McDowell have had professional training following their graduation from the high schools.

Government Positions for Teachers.

All teachers should try the U. S. Government examinations to be held throughout the entire country during the spring. The positions to be filled pay from \$1200 to \$1800; have short hours and annual vacations with full pay.

Those interested should write immediately to Franklin Institute, Dept. 228, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

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"For Durham's splendid health record made last year, there's a reason. Besides a milk and meat inspector and a whole-time health officer, she employs eight visiting health nurses. The city health department employs two nurses, one for the white and one for the colored people. The city school board employs a school visiting nurse; the Welfare Club of West Durham, through private subscriptions, employs a visiting nurse as does also the Pearl Mill Lyceum. Of the other three nurses, one is employed by the Metropolitan Life Insurance Company, one by the Durham Hosiery Mill and the other, the Deaf Mute Welfare worker, by the Durham Episcopal Church. One nurse alone, Mrs. Clyde Dickson, Board of Health nurse, reports 1,884 visits made during the year in the interest of health."

Miss Ella Phillips Crandall, in her address on Public Health Nursing, says that the public health nurse administers not only to the patient but usually to a family of from 5 to 10 in her family visits. Her greatest value is not her curative work but her preventive work. She educates and creates conditions that make for health.

The Board of Education of Craven County has decided to require every teacher who files application for a school in this county to present a certificate from the East Carolina Training School or some other school of equal standing showing attendance and good work.

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Director of the Summer School, Chapel Hill, N. C.

Schools Books at Cost.

Chairman John A. Oates of the board of trustees of the Fayetteville city schools, is starting a movement to have the local school board provide the text books for the public school children of Fayetteville, at a figure that will not exceed the cost of the books. The children of parents who really cannot pay the cost price will be provided with free text books, according to Chairman Oates' plan. The plan as at present worked out, is for the parent of each child in the first grade to pay one dollar a year. This will enable the trustees to provide the child with all the books he needs during the first year, the books to be taken back at the end of the term, sterilized, rebound, and used again the next year. The scale of the fee which the parent will be asked to pay will, of course, rise as the pupil goes up through the higher grades. A similar system is in use in Washington, N. C., where it is said to work very well.—News and Observer.

announced that there will be prizes given to each of the contestants on Commencement Day, the first prize being a medal, one each for the best reciter and the best declaimer.

After the general meeting in the court room, the grammar grade department met in the Y. W. C. A. rooms and learned a song which the seventh grade graduates are to sing Commencement Day. The primary department met in the court house annex and had a general discussion of school matters and planned the work for the next meeting which will be held on the second Saturday in April. The high school teachers met in the annex, discussed general school matters, and especially the course of study in the high schools. Mention was also made of an attempt to get a scholarship to some of the colleges of the State for the best all around

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high school pupils. The high school teachers are planning to have another meeting near the last of April.

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Guilford Teachers Discuss Commencement.

The last quarterly meeting of the Guilford County Teachers' Association was held Saturday morning, March 11, in the court house.

The County Commencement for the past two years has been held at the Fair Ground and has consisted of parades, recitation and declamation contests, field day, etc., but this year it has been decided to have an affair distinctively for the seventh grade graduates and make it an impressive occasion and something worth while for them. These exercises will be held in the opera house in Greensboro on the 15th of April, and the speaker of the day will be President Howard E. Rondthaler, of Salem College for Women.

For the recitation and declamation contest each township will send two representatives, a boy and girl, and there will be an elimination contest the evening of the 4th. Mr. Foust

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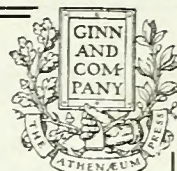
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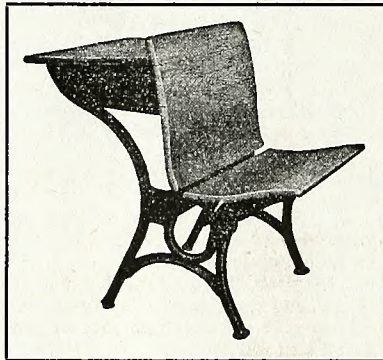
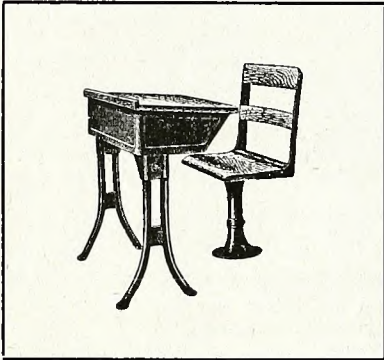
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A Journal of Education, Rural Progress,
and Civic Betterment

Vol. X. No. 9.

RALEIGH, N. C., MAY, 1916.

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The Child's Realm

A little child sat on the sloping sand
Gazing at the flow and free,
Thrusting its feet into the golden sand,
Playing with the waves and the sea.

I snatched a weed that was tossed on the
flood
And unravelled its tangled skeins;
And I traced the course of the fertile
flood
That lay deep in its meshed veins;

I told how the stars are garnered in space,
How the moon on its course is rolled;
How the earth is hung in its ceaseless
place
As it whirls in its orbit old.

The little child paused with its busy hands
And gazed for a moment at me,
Then it dropped again to its golden sands
And played with the waves and the sea.

—Liberty H. Bailey, in "Wind and Weather"

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A MODERN CURRICULUM FOR A MODERN SCHOOL

By Abraham Flexner.

Aside from the simply instrumental studies mentioned—reading, writing, spelling and figuring—the curriculum of the modern school would be built out of actual activities in four main fields which I shall designate as science, industry, aesthetics, civics. Let me sketch briefly a realistic treatment of each of these fields.

Science in the Grades.

The work in science would be the central and dominating feature of the school—a departure that is sound from the standpoint of psychology and necessary from the standpoint of our main purpose. Children would begin by getting acquainted with objects—animate and inanimate; they would learn to know trees, plants, animals, hills, streams, rocks, and to care for animals and plants. At the next stage, they would follow the life cycles of plants and animals and study the processes to be observed in inanimate things. They would also begin experimentation—physical, chemical, and biological. In the upper grades, science would gradually assume more systematic form. On the basis of abundant sense-acquired knowledge and with senses sharpened by constant use, children would be interested in problems and in the theoretic basis on which their solution depends. They will make and understand a fireless cooker, a camera, a wireless telegraph; and they will ultimately deal with phenomena and their relations in the most rigorous scientific form.

The work in science just outlined differs from what is now attempted in both its extent and the point of view. Our efforts at science teaching up to this time have been disappointing for reasons which the above outline avoids: the elementary work has been altogether too incidental; the advanced work has been prematurely abstract; besides, general conditions have been unfavorable. The high school boy who begins a systematic course of physics or chemistry without the previous training above described lacks the basis in experience which is needed to make systematic science genuinely real to him. The usual text-book in physics or chemistry plunges him at once into a world of symbols and definitions as abstract as algebra. Had an adequate realistic treatment preceded, the symbols, when he finally reached them, would be realities. the abyss between sense training and intellectual training would thus be bridged.

Industry in the Grades.

Of co-ordinate importance with the world of science is the world of industry. The child's mind is easily captured for the observation and execution of industrial and commercial processes. The industries growing out of the fundamental needs of food, clothing and shelter; the industries, occupations and apparatus involved in transportation and communication—all furnish practically unlimited

openings for constructive experiences, for experiments and for the study of commercial practices. Through such experiences the boy and girl obtain not only a clearer understanding of the social and industrial foundations of life, but also opportunities for expression and achievement in terms natural to adolescence.

"Aesthetics" in the Grades.

Under the word "aesthetics"—an inappropriate term, I admit—I include literature, language, art, and music—subjects in which the schools are mainly interested on the appreciative side. Perhaps in no other realm would a realistic point of view play greater havoc with established routine. The literature that most schools now teach is partly obsolete, partly ill-timed, rarely effective or appealing. Now nothing is more wasteful of time or in the long run more damaging to good taste than unwilling and spasmodic attention to what history and tradition stamp as meritorious or respectable in literature; nothing more futile than the make-believe by which children are forced to worship as "classics" or "standards" what in their hearts they revolt from because it is ill-chosen or ill-adjusted. The historic importance of inheritant greatness of a literary document furnishes the best of reasons why a mature critical student of literature or literary history should attend to it; but neither consideration is of the slightest educational cogency in respect to a child at school. A realistic treatment of literature would take hold of the child's normal and actual interests in romance, adventure, fact or what not, and endeavor to develop them into as effective habits of reading as may be. Translations adaptations and originals in the vernacular—old and new—are all equally available. They ought to be used unconventionally and resourcefully, not in order that the child may get—what he will not get anyway—a conspectus of literary development; not in order that he may some day be certificated as having analyzed a few outstanding literary classics; but solely in order that his real interest in books may be carried as far and as high as is for him possible; and in this effort, the methods pursued should be calculated to develop his interest and his taste, not to "train his mind" or to make of him a make-believe literary scholar. There would be less pretentiousness in the realistic than there is in the orthodox teaching of literature; but perhaps in the end the child would really know and care about some of the living masterpieces and in any event there might exist some connection between the school's teaching and the child's spontaneous out-of-school reading.

Of the part to be played by art and music I am not qualified to speak. I do not even know to what extent their teaching has been thought of from this point of view. I venture to submit, how-

ever, that the problem presented by them does not differ in principle from the problem presented by literature. Literature is to be taught in the Modern School primarily for the purpose of developing taste, interest and appreciation, not for the purpose of producing persons who make literature or who seem to know its history; we hope to train persons, not to write poems or to discuss their historic place, but to care vitally for poetry—though not perhaps without a suspicion that this is the surest way of liberating creative talent. The Modern School would, in the same way, endeavor to develop a spontaneous, discriminating and genuine artistic interest and appreciation—rather than to fashion makers of music and art. It would take hold of the child where he is and endeavor to develop and to refine his taste; it would not begin with “classics” nor would it necessarily end with them. By way of showing, however, that a real curriculum is not synonymous with an easy curriculum, I may say that, if, as one factor in appreciation, it should be decided that all children should at least endeavor to learn, say, some form of instrumental music, the fact that there are certain advantages to be gained from an instrumental music, the fact that there are certain advantages to be gained from an early start must decide the “when and the “how”, regardless of the child’s inclination or disinclination. It is none the less true, however, that the child’s interests and capacities are in general so fundamental and so significant that the question here raised is not often presented. Most of what a child should do coincides with its own preference, or with a preference every readily elicited. But preference or lack of preference on the child’s part is not a sole or final consideration.

The study of foreign languages must be considered in this connection. The case of Latin and Greek will be taken up later; German, French, perhaps other languages are now in question. Languages have no value in themselves; they exist solely for the purpose of communicating ideas and abbreviating our thought and action processes. If studied, they are valuable only in so far as they are practically mastered—not otherwise; so at least the Modern School holds. From this standpoint, for purposes of travel, trade, study, and enjoyment, educated men who do not know French and German usually come to regret it keenly. When they endeavor during mature life to acquire a foreign tongue, they find the task inordinately difficult and the results too often extremely disappointing. It happens, however, that practical mastery of foreign languages can be attained early in life with comparative ease. A school trying to produce a resourceful modern type of educated man and woman therefore provide practical training in one or more modern languages.

Civics in the Grades.

The fourth main division which I have called civics, includes history, institutions, and current happenings. Much has been written, little done, toward the effective modernization of this work; so that though new views of historical values prevail in the schools go on teaching the sort of history they or, have always taught and in pretty much the same way. “Should a student of the past,” writes Professor Robinson of Columbia, “be asked what he regarded as the most original and far-reaching discovery of modern times, he might reply with some

assurance that it is our growing realization of the fundamental importance and absorbing interest of common men and common things.” Now the conventional treatment of history is political. Meanwhile, as Professor Robinson goes on to say, “It is clear that our interests are changing, and consequently the kind of questions that we ask the past to answer. Our most recent manuals venture to leave out some of the traditional facts least appropriate for an elementary review of the past and endeavor to bring their narrative into relation, here and there, with modern needs and demands. But I think that this process of eliminating the old and substituting the new might be carried much farther; that our best manuals are still crowded with facts that are not worth while bringing to the attention of our boys and girls and that they still omit in large measure those things that are best worth telling.”² If this be true, as it appears to be, the realistic approach may make as much difference in history as in literature.

The Peculiar Difficulties of Mathematics.

The subject of mathematics offers peculiar difficulty. Perhaps nowhere else is waste through failure so great. Moreover, even when a certain degree of success is attained, it happens often that it is quite unintelligent; children mechanically carry signs and models; or they learn memoriter a series of propositions in geometry. The hollowness of both performances—and most children do not accomplish even so much—is evident the moment a mathematical problem takes a slightly unfamiliar turn. The child’s helplessness exhibits a striking lack of both mathematical knowledge and “mental discipline.” It cannot be that this training through failure is really valuable. Finally, a point might even be made on the ground that algebra and geometry as traditionally taught are mainly deductive exercises, whereas practical living involves the constant interplay of observation, induction and deduction. The artificiality of conventional mathematics therefore raises a suspicion as to its value—even were the subjects mastered.

The truth is that the present position of both algebra and geometry is historical. Now, let us suppose the realistic standard applied—how much mathematics would be taught, when, and in what form? “Mental discipline” as a formal object is not a “realistic” argument, since, as has been already said, it is an unproved assumption. At any rate, it is for those who believe in it to demonstrate how much good it does most children to make a failure in algebra and geometry. Is the elaborate study of mathematical and spatial relations through algebra and geometry a valid undertaking for its own sake? If so, neither the disinclination of the child nor the difficulty of the achievement is a reason for abandoning it. Disinclination and difficulty in that case simply put a problem up to the teachers of the subject: it is for them to find ways of triumphing over both. If, however, this study does not serve a legitimate and genuine purpose, then the mathematical curriculum must undergo a radical reorganization for the purpose of treating algebra and geometry from the standpoint of the other subjects which they serve. They would be taught in such form, in such amounts and at such times as the other subjects required. Thus geometry would be decreased in amount by something

like two-thirds or three-fourth and the form of the remaining fourth would be considerably modified. It is interesting to observe that doubt as to the soundness and value of our mathematical instruction has recently become so serious a matter that the Association of Teachers of Mathematics in New England has suggested "a one-year course in elementary algebra and geometry of a concrete sort, designed so far as possible to test the pupil's qualifications for future mathematical study"; and Dr. Snedden has raised the question as to why girls in high schools or as candidates for college should be required to present algebra; he has also urged that a knowledge of algebra is of no importance to men following law, medicine, journalism, or theology. Professor Breslich of Chicago, has been attacking the same problem vigorously from a not unrelated point of view. Without considering any point settled, it is clear that a Modern School which wiped the slate of mathematics and then subsequently wrote upon it only what was found to serve the real needs of quantitative thought and action might evolve a curriculum in mathematics that we should not recognize.

Where the School Fails.

For convenience sake, the four large fields of activity have been separately discussed. But it must be pointed out that the failure of the traditional school to make cross connections is an additional unreality. The traditional school teaches composition in the English classes; quantitative work, in the mathematics classes; history, literature, and so on each in its appropriate division. Efforts are indeed making to overcome this separateness but they have gone only a little way. The Modern

School would from the first undertake the cultivation of contacts and cross-connections. Every exercise would be a spelling lesson; science, industry, and mathematics would be inseparable; science, industry, history, civics, literature, and geography would to some extent utilize the same material. These suggestions are in themselves not new and not wholly untried. What is lacking is a consistent thorough-going, and fearless embodiment. For even the teachers who believe in modern education are so situated that either they cannot act, or they act under limitations that are fatal to effective effort.

In speaking of the course of study, I have dwelt wholly on content. Unquestionably, however, a curriculum, revolutionized in content, will be presented by methods altered to suit the spirit and aim of the instruction. For children will not be taught merely in order that they may know or be able to do certain things that they do not know and cannot now do, but material will be presented to them in ways that promote their proper development and growth—individually and socially. For education is not only a matter of what people can do, but also what they are.

In the preceding sketch, I have made no distinction between the sexes. It is just as important for a girl as it is for a boy to be interested in the phenomenal world, to know how to observe, to infer, and to reason, to understand industrial, social, and political developments, to read good books, and to finish school by the age of twenty. Differentiation at one point or another may be suggested by experience. In any event the Modern School, with its strongly realistic emphasis will undoubtedly not overlook woman's domestic role and family function.

TEACHERS' COTTAGES HAVE BECOME A NECESSITY

In the usual country school district, no residence is supposed to be beyond walking distance from the school-house. However, it is very largely a matter of chance as to whether any of the scattered farm houses are close enough to the school to be convenient for the teacher, and a still greater matter of chance as to whether a farm house so located has room enough to take care of a teacher, or occupants who desire a boarder. Many farm houses have no accommodations whatever for a teacher, and often kitchen, living room, and dining-room are combined in one, with no heat in any other room in the house. The farmer and his family have to spend most of their time working indoors or out, eating and sleeping. Their occupations and hours of labor in no way correspond to those of the teacher, which increases the difficulty of fitting the teacher's necessary habits to those of the farmer with any satisfaction to either. A good teacher must spend a considerable amount of time almost every evening upon school work, for which a quiet, comfortable room is essential. If she insist upon such a room when she goes to board in the country she is likely to be considered "stuck-up" and exclusive. If she gets a room by herself it is often unheated and too uncomfortable for study in cold weather. On the other hand, if she is forced to spend her entire time in the living room with the rest of the family she has no opportunity to prepare properly for her school duties, and is also very likely to be drawn unavoid-

ably into neighborhood gossip and factional disputes, of which unfortunately there are altogether too many. Many of the better situated families in the country districts who have the facilities, do not care to take a steady boarder, so that if a teacher gets a place to board at all she may be forced to go to homes where only the barest accommodations can be secured.

In order to provide better accommodations for teachers, the teacher's cottage or "teacherage" has become a necessity and very State in the union is beginning to realize this fact. It is apparently a new idea in America, but it has long been the custom in England, the Scandinavian countries, Germany, France, Denmark and Switzerland to furnish dwellings for the teachers, who are employed by the year.

The United States Bureau of Education has recently made a study of the question in America and compiled a great deal of information on the growth of the teacher's cottage in the United States. Moreover, the Bureau has published a bulletin containing plans for teachers' cottages for the guidance of school authorities.

Teachers' Cottages in North Carolina.

The Bureau has collected the following information as to teachers' cottages in North Carolina:

Hoke County reports that all the high schools are well provided with nice homes for the principals lo-

cated on the ground. In two of the country districts, homes have been built where they attempt to get a man and his wife to come and teach the school. These are all in two-room districts. In this county it is a new feature but they believe it is going to prove very satisfactory. The County Superintendent remarks, "We hope to soon be able to employ the teachers for the whole year and have them do odd jobs in the summer like looking after the library, conducting community meetings, taking the census, looking after the corn clubs and the canning clubs. We hope to use these homes for teaching domestic science on a small scale and serve a hot lunch occasionally to the school. We want to make the teacher a permanent factor in the community all the year round."

Gates County has a dormitory used as a teachers' home for which the teacher pay rent and also for the land attached—about 25 acres. This land, however, is sublet and no demonstration work is done. Union County reports one teachers' home at the high school of Wesley Chapel and the County Superintendent believes that the teachers' cottage adds a great deal to the equipment of schools like Wesley Chapel. Cleveland County reports one teacher's cottage in the Belwood School where the prin-

cipal lives all the year and manages the school farm of 10 acres. Iredell County has a dormitory in connection with the Farm Life School which is occupied by the teacher of agriculture. Pamlico County is erecting an eight-room home at the expense of the district at Merritt. The County Superintendent says, "We are meeting with many inquiries as to how we raised the money for this work, etc., and in reply to them all will say that the good people went down in their jeans and gave me the money to erect this home. We are able to get more efficient teachers for the same money and they live happier and better and are giving us better service than they can where they have to adapt themselves to the condition of any family that they live with. This home will be the community center of this place, we are sure, from the way things are developing now."

Wilson County. At the Rock Ridge County high school and at Lucama there are dormitories that the teachers use as a teachers' home. These dormitories are furnished by the school. Two cottages, one at Yadkinville and one at Courtney, are furnished to the teachers but the teachers are required to pay the insurance on the building.

LIFE OF JOHN JAMES AUDUBON

By Mamie Sheetzs, Winston-Salem, N. C.

John James Laforest Audubon was born in New Orleans, May 4, 1780. His father, a native of France, was a very rich man. His mother died when he was only fourteen and his father married again. But his step-mother loved him very much and often called him the handsomest boy in the country. She soon died and he and his father moved to a large plantation outside of New Orleans.

The boy loved this plantation because in its woods were many beautiful birds. He loved to hear them sing and watch them build their nests; he also liked to try to paint their pictures.

Once he found a beautiful live bird and brought it home and cared for it tenderly, but the bird soon died. He was very much grieved at this and said, "I will paint my beautiful bird so I can always remember how it looked."

He spent many hours in the forest studying birds and painting them.

Removal to France.

Pretty soon his father moved to his old home in France. The boy missed his bird friends near New Orleans, but he soon began to study those of France. However, he never loved them quite so much and was often home-sick for the old plantation home. His father was a soldier and wanted to send his boy to a military school so that he might some day be a great soldier, but the boy said: "Father, I want to please you, but I do not care to be a soldier. I want to go to America and paint all the birds of our forests so that all the world may know how beautiful they are." At first his father was very angry, but when the boy's old nurse pleaded for him he finally consented, and in order to prepare himself for his life work Audubon studied painting under the most famous teacher in France.

Life in America.

He now came to America and landed at New York. His father owned some land in Pennsylvania which he gave to his son for a home in the new country. Audubon knew that to study and paint birds he must make his home in the forest, so he found a large cave and made this his home. He dressed in skins and moccasins like the Indians so that he would not frighten the birds.

The cave he selected happened to be the home of a family of pewees, but they soon grew accustomed to him and went on building their nests while he painted them.

It was the custom in Pennsylvania to have skating parties on the river at night. At one of these Audubon offered to show the skaters where some wild ducks were roosting. He skated ahead in the moonlight but suddenly fell into an air hole in the ice and in a moment was out of sight. He floated along under the ice and happened to come to another air hole and scrambled out.

While living in the cave Audubon met Miss Lucy Bakewell, whose father lived on the farm next to his own. She and her father also loved birds so they became great friends. He fell in love with her and they were married in 1808.

He and his wife started on their wedding journey to Kentucky, their future home. They traveled down the Ohio River on a raft or float-boat. It was in the spring and the woods were full of birds. If they saw a new bird Audubon would stop to study and paint it. He taught his wife what he knew about birds and told her how he hoped some day to paint all the birds of America.

They took with them furniture for their new home, and a large stock of goods with which they opened a store in Kentucky.

The man who managed the store for Audubon was not honest and soon made so many debts that Audubon had to sell the store, and nearly all the furniture they had to pay his debts. He also had to sell his farm in Pennsylvania. He now began to paint portraits to support his wife and two boys, Victor and John.

They were now very poor and the people made fun of Audubon and called him lazy because he spent his time painting birds instead of making money for his family.

Some Thrilling Experiences.

Victor loved birds and would go with his father on long trips into the woods to study them. His father taught him how to paint birds, too.

One time he was very sick with fever from living so much in the swamps. His father took him to the home of a settler and asked the man if he would let the sick boy sleep in his wagon. The man was glad to do this. Victor grew so much worse and called for his mother so often that his father sent for her and she came and nursed him for a long time until he was able to go home.

About twilight one night Audubon came to the cabin of an old woman and asked her if he might spend the night. When the old woman saw his watch she was very much pleased with it and wished she might have one like it. After Audubon had gone to bed the woman's two sons came home and he heard them planning to kill him to get the watch. But before they could execute the plot some more travelers knocked at the door and asked to spend the night and Audubon's life was saved.

Once when Audubon was going on a long journey in the forest and he wanted a safe place to store his precious pictures. He rented a room and told the man to let no one go in that room, not even a cat, for it had taken him many years to make these pictures. When Audubon came back he found the mice had gnawed every one of the pictures and spoiled them. Poor man! He was very much discouraged, but he said he would begin and make them all over again, though it would take him three years. He would have to go back into the forest and go over all the old trails again.

Some times when Audubon was traveling through the country he would need money so much that he would stop at a town and paint portraits, teach drawing, music, or French until he had money enough to go on.

While traveling about he met many strange and wonderful people. At one time he met an old man who was painting pictures of birds just as he was. He also met a man who painted wonderful Indian pictures, and another who knew all the plants of the forest and what kind of illnesses they would cure. The best of all he met was Daniel Boone, who knew more about the forests of America than any other white man. He could tell Audubon where to find certain birds, and could tell him all about the birds of North Carolina and Pennsylvania. Boone was a wonderful story-teller and Victor loved to hear him tell of his journeys in the forest.

He Becomes Famous.

Audubon had spent more than twenty years studying and painting the birds of America. Now he wanted to have his book published, but it would cost a great deal of money and Audubon was still poor. He went to England to try to get some of the wealthy

men or the king to help him. Every one thought the pictures were wonderful and many offered to help him, but the king would not see him. However, a friend of his took the pictures and showed them to the king. He said they were the most beautiful pictures he had ever seen, and he would be glad to help him have them published. After the book was published he sold many copies of it in England at a thousand dollars each. Soon he was a rich man and honored by every one.

He came back to America and his wife and sons helped him to sell his book here. The people who had once laughed at him and called him crazy and lazy now found out what a wonderful man he was. Every one was anxious to see him and know him. President Jackson invited him and his wife to dinner with him.

The Audubon family bought a home near the Hudson River just outside of New York City. (It is now Audubon Park.) Here the birds and squirrels came to live in his yard, for he always had homes for them to live in and food and water where they could get it.

Just after Audubon's return from England he and Victor took up the study of animals. They took a trip as far West as Missouri, studying and painting them. Victor became a great painter of animals.

Audubon spent many happy years in his home by the Hudson. Many visitors from all over the world came to see the man who had painted the wonderful pictures of birds. Kings and queens from over the ocean sent medals and beautiful gifts to honor him. His motto had always been, "I must do the most perfect work I can."

Before he died he kept telling his sons to continue his work. By this he meant to love, study and protect the birds. He died in 1851 and is buried in Trinity Church-yard, New York.

ORIGIN OF TAR HEEL.

The Bureau of Extension recently received a request for information concerning the origin of the expression "Tar Heel." This request was referred to Dr. Kemp Plummer Battle of the Class of 1849. He wrote in reply as follows:

In the early years of the Civil War, about January, 1862, some negroes in Mississippi were playing a game in which a copper cent was placed in the middle of the ring. Each danced up to it and if he could pick it up with his foot and dance with it out of the ring, he could have it. A darkey won it so often that the crowd became suspicious and shouted "dat nigger has got tar on his heels!" He was searched and there was the tar.

The story went through the Southern newspapers, and the Virginia soldiers called the North Carolina soldiers Tar Heels, on account of the old geographies stating that North Carolina was noted for producing "tar, pitch and turpentine."

The North Carolina boys took it good humoredly and declared that the Virginia boys would run away in a fight, but that North Carolina soldiers would stick firmly, because they had tar on their heels. Hence they were nicknamed Tar Heels.

I remember distinctly the newspaper article coming out with the Mississippi story, and the explanation for the nickname given above.—The Alumni Review.

School Room Methods and Devices.

AN ARITHMETIC LESSON FROM THE PROGRESSIVE FARMER.

By Martha Lancaster in The Training School Quarterly.

The arithmetic assignment one day was in The Progressive Farmer, the issue of November 13. Each member of the class brought in problems suitable for seventh and eighth grades that were suggested by facts concerning North Carolina, found on page 13 of this issue. On this page Mr. Poe shows, by his article and reports from various States, that the farmers who buy on time are charged so much more than those who pay cash that they pay an interest equal to 70 per cent per year.

The following six problems give some idea of the variety of problems that such a report as this can furnish. These came from different members of the class and show various points of view of the same report:

1. A farmer bought the following bill at time price. What annual rate of interest did he pay?

	Cash Price.	Time Price.
50 bushels corn -----	\$48.50	\$58.01
10 bushels meal -----	10.40	12.46
1 ton hay -----	22.32	26.50

2. For how many years could he have paid interest on the cash price of above bill at 6 per cent before it would have amounted to the time price?

3. What would he have saved if he had borrowed money, for 9 months, to pay cash for the above, 6 per cent per year?

4. How much did a farmer lose when he bought the following on time:

	Cash Price.	Time Price.
20 bushels corn -----	\$0.97	\$1.16
6 sacks flour -----	2.45	2.92
50 pounds lard -----	.12	.14 $\frac{3}{4}$
50 pounds sugar -----	.07 $\frac{1}{8}$.08 $\frac{1}{2}$

5. A farmer bought a bill of goods amounting to \$240.65, thereby paying 60.13 per cent interest. What was the cash price of this bill, and what would he have saved by buying at cash price?

The cash price of a bill was \$26.93. The time price of the same bill was \$34.42. The time price was what increase per cent of the cash price?

As one after another of these problems was read, we began to open our eyes to the realization of the great value of a seemingly small report, provided close study were given it, and we realized that the problems made by any one of us were by no means the only correct ones.

These problems also brought up some good questions and thoughtful discussions as to the method of finding figures for these statistics. For instance, where the cash price of corn per bushel was given at \$0.9675, the time price \$1.1602, and the increase per cent 19.92, the question arose: "How is the increase per cent found?" The answer to this brought us to feel a need for the statement of a principle in percentage. One of the class requested the principle, and it was made clear to all of us, when our minds were ready to grasp it. This was far better than having the principle handed over to us whether our minds were waiting openly for it or not, on the

assumption that we would need it some day. In this one fact alone lies a value of such independent work on the part of the pupils.

If newspapers can furnish good problems, and at the same time bring about the study of real problems, give independent work for pupils, and open their minds to the need for the underlying principles of arithmetic so that they will ask for them, why not use them?

SUGGESTIVE CORRELATIONS FOR MAY.

By C. H. Lane, Chief Specialist in Agriculture education, U. S. Department of Agriculture.

The purpose of the material given below is to suggest some ways and means by which teachers in the sixth to eighth grades, inclusive, may utilize home projects in correlating agriculture and farm problems with the rural school work. It will be necessary for some teachers to adapt the work to their own particular needs and conditions.

Language Lessons.—The closing days of school are generally used preparing exercises for the final public entertainments. These exercises should be full of the subject of agriculture. Let all the selections rendered touch upon some phase of agriculture. This will be an opportunity for the teacher to show in a public way what the school can do for the community in connection with its most important enterprise.

Reading and Spelling.—The following are suggested for correlation reading: Farmers' Bulletins Nos. 132, Insect Enemies of Growing Wheat; 426, Canning Peaches on the Farm; 447, Bees; and 521, Canning Tomatoes in the Home and in Club Work.

The same plan with regard to the spelling exercises should be followed as in other months.

Drawing and History.—Same as in April.

Geography.—Study birds of the State with regard to habits of migration. Compare those that migrate and those that do not as to their agricultural economy. Study insects and fungus diseases of the State as to kinds, localities infested and the influence they have on the kinds and yields of crops.

Arithmetic.—Develop problems on cost of terracing, estimated saving of terraces, cost of open ditches, cost of blind ditches, and problems involving the relative value of blind and open ditches with reference to original cost, saving in cultivatable ground, time in cultivation, keeping open ditch clear of woods, etc. Multiply problems on the economy of birds in destroying weed seeds, insects, and insect eggs. (See Yearbook Reprint No. 443, Does it Pay Farmers to Protect Birds? Also Farmers' Bulletin 1827, Drainage of Farm Land.)

THE SPELLING ARMY.

Eunice Jones, West Durham School.

The following is a good spelling device for fifth grade. I have used it and it makes the spelling more interesting.

I selected a number between one and twenty and had each one in the class guess what it was. The one who guessed nearest was called "Captain of the Busy Bees", and the one next nearest "Cap-

tain of the Hustlers". The captains chose the other pupils.

I had a large white cardboard with each captain's name and the name of the spellers which I kept tacked on the wall. I had written spelling every day for a month and those who got one hundred got a gold heart opposite their name, and those who missed words received grades. I would often see a captain at recess going out spelling to some of his army.

At the end of the month the side that won got out earlier than the other.

BIRD STUDY BY JUNIOR AUDUBON CLASS.

By Elizabeth Faris.

On November 12, 1915, there was organized at Central School a Junior Audubon Class of pupils from the first and second grades. This was the first organization of the kind in Winston-Salem. However, within the past month two other junior classes and an Audubon Society for adults have been organized.

The purpose of this organization of sixty young members is to study, feed and protect wild birds. Regular meetings are held and the Audubon leaflets form a basis for the lessons. The pupils color the outline drawing provided with each leaflet, and this work so fixes the true coloring of the bird in the child's memory that he is able to identify the bird in the field. Appropriate bird poetry and bird songs are learned in these classes.

In the fall old nests were collected and brought into the school-room for study, and the rarer nests were mounted as property of the class. In the winter the boys and girls took alternate days for placing seeds and nuts on the window sills and noting the birds that came to feed. The boys are now engaged in a prize contest to see who can make the greatest number of artistic and well-built bird houses to be placed in nearby trees for Bluebirds, Wrens, Chickadees, Nuthatches, and Martins. Several of the smallest pupils have done excellent field work and are able to identify more than a dozen common birds. We consider ourselves very fortunate in being located near Old Salem Graveyard, a native haunt of the birds. Here we can study them at all times.

Compositions from the Children.

I.

I am a member of the Junior Audubon Class of Central School. We have studied five birds. They are the Robin, the Crow, the Dove, the Chickadee, and Owl. We have learned that birds are our friends, for they eat the bugs and worms that kill the plants and trees. Cats and little boys that don't know any better are the two things that kill our birds.

HOWARD E. WILLARD,

Age seven, First Grade B.

II.

If we feed birds and give them a drinking place and put up nuts for them they will eat the worms and bugs off our trees. I think the English sparrow is bad, for he eats the food that we put out for other birds. We have colored the birds that we have studied. We can study the winter birds, for we can see them better when there are no leaves on the trees.

KATHERINE PFOHL.

Advanced First Grade.

III.

The Chickadee.

The Chickadee is a very little bird. His breast is white and gray, and on the top of his head he wears a black cap. When he sits on the tree he turns around and around on the branch. We have studied him in our bird club and I like to study him very much.

MARGARET SHELLINGTON,

Second Grade.

IV.

Two Birds I Like.

The Wood Snipe is a strange bird. He builds his nest right on the ground. He sings when it begins to get dark. Last week we went to the woods to see the snipe sing his love songs. He flew up in the air out of sight. Father says he must have gone 250 feet. Then he sang while he came down.

The little Brown Creeper is a little brown bird that eats bugg eggs and worm eggs off the bark of trees. He goes around the tree, like a fly until he gets to the top of the tree. He has a long bill and a stiff tail. He stays here all the winter in Salem Graveyard. He sleeps in a hollow place in the side of a big cedar tree.

WYNELL FRANCES REEVES,

Age seven, First Grade B.

OUR COUNTRY IS GOING DRY.

They're out of West Virginia and Virginia's won the day,
Carolina's on the wagon, North and South, and dry to stay.

Oregon and Washington, Idaho and Iowa.

Our Country's Going Dry.

Arizona, Oklahoma, Arkansas and Kansas, too.

Mississippi, North Dakota all have joined the temperance crew.

New York is on the program and now it's up to you.

Our Country's Going Dry.

—Clinton N. Howard.

A GREAT AGRICULTURAL GIFT TO VALPARAISO UNIVERSITY, INDIANA.

A well known citizen of Valparaiso, Mr. William E. Pinney, and his daughter, Myra, are establishing a foundation for the training of young men in agriculture. It consists of four hundred acres of excellent land in the vicinity of Valparaiso. They have tendered the management of this foundation to Valparaiso University, which the University has accepted. It will be the means of its enlarging to any extent desired its department of agriculture. The value of the foundation is more than \$50,000. Valparaiso University has never solicited any gifts or aid, and this is the first outside help that comes to the institution.

If the farmers of the United States, whose work is all at sixes and sevens, only knew of the help that awaits them at the great schools of farming, there would be another story to tell of husbandry.

—William R. Lighton, in "Happy Hollow Farm".

SCHOOL ADMINISTRATION

A TYPE CURRICULUM FOR THE JUNIOR AND SENIOR HIGH SCHOOL.

The following curriculum is published by the Georgia High School Quarterly as a guide to high school principals who are interested in modernizing the course of study and the organizations.

JUNIOR HIGH SCHOOL.

The last Year Grammar School or First of Junior High School.

Seventh Grade.	Periods
English, Language, Composition, Readings--	5
Arithmetic -----	5
Geography completed first half year -----	5
Physiology completed second half year -----	5
State and National History and Civics -----	5
Spelling -----	2
Penmanship -----	2
Music, chiefly songs -----	2
Physical Training, shop, (directed from school, supplemented by home exercises)--	2

A half year or year of a foreign language may be offered under high school teachers.

Eighth Grade.	Periods
English, Grammar, Composition, Classics --	5
Mathematics, Algebra 3, Arithmetic 2-----	5
Science, General Science or Agriculture ----	5
Current topics and community history-----	2
Spelling -----	2
Penmanship -----	2
Cooking and Sewing or Shop-----	2
Elect one: Latin, French, German, Spanish, Bookkeeping -----	5

The school must elect which of these can be offered each year. Two hour classes combined with grades below or above or both.

Ninth Grade.	Periods
English, Grammar, Composition, Classics----	5
Mathematics, Algebra $\frac{1}{2}$ year, Geometry $\frac{1}{2}$ year -----	5
History, European to 1700-----	5
Oral English, Current topics or Music-----	2
Hygiene, Sanitation -----	2
Physical Training -----	2
Cooking and Sewing or shop work -----	2
Elect one: Latin, French, German, Spanish, Bookkeeping, Civic Biology, Agriculture, General Science -----	5

School to select which of these can be offered.

Pupils to take the subject in this year or with class below or above.

SENIOR HIGH SCHOOL.

Tenth Grade.	Periods
English, Grammar, Composition, Classics, Reading in History of Literature -----	5
Elect three: Mathematics, Pl. Geometry $\frac{1}{2}$ yr. Algebra $\frac{1}{2}$ yr. -----	5
History, European after 1700 -----	5
Science, Biology, Physics, Agriculture-----	5
Foreign Language, Latin, French, German, Spanish -----	5
Domestic Science, Cooking and Sewing-----	5 to 10

Manual Training, Drawing -----	5 to 10
Commercial -----	10
Physical Training -----	2
Music -----	2

School to select which are to be offered after consulting the needs of the class and the general requirements of majors and minors.

Eleventh Grade.	Periods
English, Grammar, Comp. Classics, History Lit. -----	5
History, U. S. History $\frac{1}{2}$, Civics and Economics $\frac{1}{2}$ year -----	5
Elect two: Mathematics, Solid Geom. $\frac{1}{2}$ yr., Trig. $\frac{1}{2}$ yr. Advanced Arithmetic and Accounting $\frac{1}{2}$ to 1year -----	5
Science, Physics, Chemistry, Agriculture ----	5
Foreign Language, Latin, French, German, Spanish -----	5
Commercial -----	10
Domestic Science or shop -----	5 to 10
Physical Training -----	2
Music -----	2

Class debates, declamation, recitation, literary societies, etc., are deemed part of the school work in English in all classes. Double periods for laboratory and more prepared subjects like manual training should be arranged in all the classes.

DOMESTIC SCIENCE IN RURAL SCHOOLS.

By Adelia Cooper of West Alexandria.

Our equipment consist of a gasoline burner, formerly used by experiments in agriculture, a gasoline oven sent by one of the mothers, a drop leaf table sent by another mother, and a cupboard made from a store box. Each of the pupils brought from home a plate, cup and saucer, and a knife, fork, and spoon. With some of the money in the school treasury we bought a large round granite roaster for 25 cents. This we use to roast meats and we use the top and bottom for cooking other things. The top is smaller than the bottom and when it is set inside the bottom, the combination makes a fine double boiler. We bought also a granite dishpan with a large lid for 25 cents and a gallon kettle and tea-kettle for 25 cents each. These were bought at a special sale on granite ware. We purchased also a large iron skillet and lid costing 75 cents, four pie pans costing 20 cents, several large spoons and a measuring cup of 25 cents, and oilcloth for the table at 40 cents. Altogether the cost of our little kitchen has been \$2.60. With the remainder of the money obtained from a spelling match social we shall buy gasoline and other necessary supplies.

There are four girls ranging in age from eleven to fifteen years. Each day one of the girls prepares one hot dish for the noon lunch. The day before we talk it over at noon or recess and decide what we are going to have the following day. Then we decide what each one is to bring. If milk, butter, flour, lard, or something is needed that enough can be brought to last several days one pupil brings it. We keep an account of the amount brought and the time it was brought so as to divide the expense as evenly as possible. When we

cook rice, potatoes, beans, eggs, etc., each pupil brings enough for himself. It is then all put together and cooked. If the lunch is something of which we should want to keep a recipe, the recipe is copied on the board. This is done the day before so that the girls may copy it in their notebooks; and the girl who is to cook the next day makes herself familiar with the recipe so that the book is not needed while cooking.

The girl who is to get lunch attends to as much as possible before school and at recess. Usually something is prepared that can be prepared easily so that no recitations are missed. We began with serving hot cocoa. We have had creamed vegetable soups of all kinds and bean soup made from a ham bone sent by one of the mothers. We have also had baked apples and potatoes but the most popular dish has been mashed potatoes. The children seem to want that every day. They have been very lavish with the milk they furnish and one day one of the girls brought a quart of cream.

At noon the pupils are dismissed and sent to get a drink and are kept out about five minutes. In the meantime the cook for the day spreads white paper napkins on the desks of the pupils, dishes up the lunch, and puts it on their desks. The pupils then march in, get their lunch baskets, and pass to their seats.

After lunch two of the girls wash the dishes and clean up the kitchen. I do not want the kitchen screened because the rest of the class do not watch the one at work there and I can better supervise the cooking without a screen.—Ohio Educational Monthly.

CONSTITUTION AND BY-LAWS OF THE CIVIC LEAGUE OF THE SPRAY GRADED SCHOOL.

CONSTITUTION.

ARTICLE I.

The purpose of the Civic League is to teach the school children cleanliness, neatness, sanitation, promptness, and the best ways of caring for public property, by developing in them a pride for their own school building and grounds.

ARTICLE II.

It is further the purpose of the Civic League to go beyond the school into the streets, and homes of the children, and to give them a knowledge of those things which are necessary to know in order to be good housekeepers and citizens in the future.

ARTICLE III.

The Civic League shall be divided into as many departments as there are school rooms, all of which shall be under the control of a general president.

Section 1. The superintendent of the school shall be the president of the Civic League having all departments under his supervision.

Section 2. The president shall be assisted by the teachers, who shall from time to time offer suggestions for the benefit of the Civic League and school at large.

ARTICLE IV.

Each school room shall be separate, and distinct in its local government and each teacher shall have general supervision over her room, as a governor has over his State; but as each State is subject to

the Federal Government, so shall each room be to the general president.

ARTICLE V.

The Civic League shall meet in general session at least once a month; various reports shall be read, and a lecture shall be given by either a member of the faculty or by some interested citizen.

ARTICLE VI.

Each teacher shall spend at least ten minutes a week talking to her pupils concerning cleanliness, promptness, conduct, the care of school property, and other things which would be helpful along these lines.

ARTICLE VII.

It shall be the duty of the teacher to appoint weekly two of the most efficient boys or girls in her room, as sanitary and health officers.

Sec. 1. Each sanitary and health officer is expected to have control of the sanitary and health conditions of their respective rooms, looking after the ventilation and temperature of the rooms, and to report all diseases (not excepted) personal cleanliness, as well as room cleanliness, to the teacher daily, weekly, or at times she thinks best.

Sec. 2. Each sanitary and health officer shall be appointed Monday mornings, and shall hold offices until the following Friday afternoon.

ARTICLE VIII.

The various aisles in the school room shall be named after the streets in the town, and each child shall see that the street on which he lives is kept clean.

ARTICLE IX.

The desk upon which each child sits shall be considered his home, and he shall be encouraged to keep it in good order.

ARTICLE X.

Each child in a room shall be a committee of one, or taken together shall be a committee of the whole, to look after the beautification and welfare of his room.

ARTICLE XI.

It shall be the purpose of the Civic League to beautify the grounds in front of the school buildings, by planting and cultivating flowers, shrubbery, evergreens, etc.

BY-LAWS.

ARTICLE I.

Children throwing paper or rubbish of any kind either on the floor of the school-house, or on the school grounds, shall be required to immediately remove it.

Section 1. The child being found guilty of a second offense, as described in article 1 shall as a penalty of same explain to his classmates why he did so.

Sec. 2. The child being found guilty of a third offense, shall as a punishment be made to remove all paper or their rubbish from the school-house or grounds for one week.

ARTICLE II.

Any child wilfully marking or damaging school property in any way, shall either pay a fine in proportion to the damage done, or shall be punished as the president or teacher in charge deem necessary.

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Entered as second-class matter January 21, 1909, at the post office at Raleigh, N. C., under the Act of March 3, 1879.

The County Commencements that were not hit by bad weather have been the greatest ever. Wish we had room to print accounts of them all.

There is to be a new adoption this summer of text-books for the public schools of North Carolina. The books selected will be for use during the next five years.

Do not forget that the June number of **North Carolina Education** is the last to be issued before September. No numbers are published for the vacation months of July and August.

The proceedings and addresses of the North Carolina Teachers' Assembly have recently been published by the State Department of Education. The teachers and principals will find in this volume of 347 pages many articles of real helpfulness.

Dean Russell, of Teachers' College, said another good thing when he uttered these words: "The common sense of the public is far superior to many of our pedagogic theories, and it will behoove us, as educators, to institute many radical reforms in our schools and colleges during the next decade."

Lenoir County had a unique feature at its county commencement. Four of the products of the moonlight school stood on the stage and demonstrated the value of the moonlight school. They were old men, but they read, and wrote, and worked examples with all the enthusiasm of little children.

The Rural Educator, a monthly journal edited by a distinguished specialist in rural education, Prof. G. A. Bricker, is now established in its new home in the College of Agriculture at Syracuse, N. Y. It will continue its policy of advancing rural education and agricultural teaching with special reference to the schools.

No event in North Carolina is of more interest to the high schools of the State than the inter-school debate that closes in a contest at the University,

for the Aycock cup. It is said that 325 high schools participated this spring in the contest and that 94 counties were represented. The trophy this year was won by the Graham High School.

The school men of the State regret to learn of the death of Mr. J. W. Thackston, of Raleigh. He was the representative in North Carolina of the American Book Company, and his familiar figure, his modest nature, and genial personality will be greatly missed. The school superintendents knew him well, since he had been in service longer than most of the Superintendents of the State and they had learned to look for him at least once or twice a year; and no visitor was more welcomed than he. He served his company with fidelity; but the reputation of no man suffered at his hands, for he was not a calumniator of other men and methods.

DR. J. L. MANN RESIGNS.

The resignation of Dr. J. L. Mann, Superintendent of the Greensboro Public Schools, came with such suddenness in April that the public has not yet accustomed itself to the fact. Dr. Mann is an unusually strong man. He rules with autocratic power and directs with a confidence that is disconcerting to those who disagree with him. Greensboro, when Dr. Mann was made superintendent, had been unaccustomed to such an executive. In fact, it took that city some time to become accustomed to him and a few still remain who are not yet reconciled to that type of superintendent. Such a man was made to rule in such a city without much friction. However, the schools have made considerable progress under Dr. Mann's superintendency, and he is recognized as an executive of unusual force. He leaves Greensboro to accept the superintendency of the Greenville (S. C.) schools.

TEACHERS' COTTAGES.

Teachers' cottages, erected by the community in or near the school-house, and used not only as the teachers' residence but also as the community center, are advocated in a bulletin prepared by R. S. Kellog and distributed by the Department of the Interior through its Bureau of Education to county superintendents and other officers in charge of rural schools. The bulletin describes the movement for teachers' residences in rural districts and gives plans for cottages of various sizes and types.

Lack of suitable boarding accommodations is one of the most serious difficulties in the way of securing suitable teachers for country schools, the bulletin declares. There are more than 200,000 rural school districts in the United States and over 16,000,000 children of school age who live in the country or in towns of less than 2,500 population, yet it is impossible because of the living conditions to

get teachers of the highest type to remain in the country.

Mr. Kellog says: "Many farm houses have no accommodations whatever for a teacher, and often kitchen, living room, and dining room are combined in one, with no heat in any other room in the house. The farmer and his family have to spend most of their time working indoors or out, eating and sleeping. Their occupations and hours of labor in no way correspond to those of the teacher, which increases the difficulty of fitting the teacher's necessary habits to those of the farmer with any satisfaction to either. A good teacher must spend a considerable amount of time almost every evening upon school work, for which a quiet, comfortable room is essential. If she insist upon such a room when she goes to board in the country she is likely to be considered "stuck up" and exclusive. If she gets a room by herself it is often unheated and too uncomfortable for study in cold weather.

"On the other hand, if the teacher is forced to spend her entire time in the living room with the rest of the family, she has no opportunity to prepare properly for her school duties, and is also very likely to be drawn unavoidably into neighborhood gossip and factional disputes to the detriment of her teaching influence. Many of the better situated families in the country districts who have the facilities, do not care to take a steady boarder, so that if the teacher gets a place to board at all she may be forced to go to farm houses where only the barest accommodations can be secured."

It is because of these conditions that the teachers' cottage movement has developed rapidly in the past few years, until, according to an investigation by J. C. Muerman of the Bureau of Education, recorded in the bulletin, there are now one or more teachers' cottage in every State, and in the State of Washington, where the movement has been fostered by Mrs. Josephine Preston, State Superintendent of Public Instruction, there are now 108 of these cottages.

HOME GARDENING IN THE ASHEILLE SCHOOLS.

By Superintendent Harry Howell.

Through the interest of the Commissioner of Education, of the United States, Dr. P. P. Claxton, the organizer of the Asheville schools, this work was started by Miss Ethel Gowans, a specialist in the department of Home Gardens. Miss Gowans made us three visits, talked to teachers and children, visited gardens, and in every way advised us during this beginning.

The first step towards the accomplishment of our plans was to secure the endorsement and financial assistance of the school committee. Accordingly, Miss Gowans presented the proposition to that body and secured a prompt appropriation of \$200 to be applied towards the cost of the necessary supervision of the children's gardens.

The next requisite for success was the careful and frequent visiting of the children's gardens by persons competent to direct them. Acting upon the advice of Miss Gowans, we organized the children in this enterprise by schools. Four white schools were thus organized under the supervision of the following teachers: Miss Bessie Moody of the Orange Street School; Miss Jane Withers of the Park Avenue School; Mr. M. L. Girton, then principal of the Asheland Avenue School; and Miss Eugenia Rowe, then teacher in the Murray School. As Mr. Girton accepted other work in Arizona early in the summer, and as Miss Rowe left to attend the summer session at Columbia University, Mr. E. D. Johnson, head of the science department in the high school, assumed charge of their districts.

It was the duty of these teachers to make personal visits to the home gardens and instruct and advise the children in regard to their work. Their compensation was merely nominal, ranging from \$10.00 to \$20.00 per month; therefore to a large extent their extra labors were done because of interest in the children's gardens. In the Orange district, the Mothers' Club augmented the garden teacher's salary.

The following table summarizes the season's activities:

District	Pupils Enrolled	Pupils remain- Thru Season	Total value of Product	Extra sal. Paid.
Orange	70	33	350	84
Park	26	14	250	60
Asheland—				
Murry	65	35	270	50
Total	161	82	\$870	\$194

No effort was made to secure a large enrollment of children as we realized the effort was experimental and that a large number of gardens would increase the difficulties. Under the circumstances we consider the results of the year satisfactory.

The totals of the above table discloses the following facts: that practically half of the children who started persevered to the end; that the average value of the products, based upon completed gardens, was \$10.84; that for every dollar's worth of products the city spent 22 cents in extra salary for supervision, or for every dollar invested by the city the returns amounted to \$4.48.

There are many beneficial results possible to the conduct of school-supervision home gardens; but the greatest are the training of children in knowledge and love of growing plants and their training in habits of individual industry and thrift. These results are well worth large investments on the part of the city. Already the interest in home gardens in growing among the children as evidenced by the fact that the two remaining white schools, Montford Avenue and the High School, have been organized.

THE RICHES OF ALASKAN WATERS.

We are now getting almost three times as much annually from Alaskan fish as the sum we paid for the whole territory, when we bought it of the Russians, and we have received 30 times that amount since the purchase was made.—Frank G. Carpenter, in Moderator-Topics.

News and Comment About Books

NOTES AND COMMENT.

The Academy Classics in English literature (Allyn & Bacon) are now issued in pocket size and are bound in new and attractive covers.

§ § §

Only a few copies of Brooks's North Carolina Poems left. Cloth, \$1.00; paper, 50 cents. Send your order now to North Carolina Education, Raleigh, N. C.

§ § §

A new Allan quatermain romance has just been published by Longmans, Green & Company, bearing the title of "The Ivory Child." It is written by Sir H. Rider Haggard in the Haggardesque style which enthralled his readers a quarter of a century ago.

§ § §

The "Nixie Bunnie Books" in three years have proven wonderfully popular for second and third grade reading. The publishers estimate that the first two have been read by nearly 100,000 children. The series as thus far published consists of Nixie Bunny in Manners-Land, a Rabbit Story of Good Manners; Nixie Bunny in Workaday-Land, a Rabbit Story of the Occupation; and Nixie Bunny in Holiday-Land, a Rabbit Story of the Holidays. The last named has just been published. With their charming story character and their abundance of fascinating pictures, it is not a wonder that they captivate the child mind while they instruct it.

§ § §

Young people of the present time are sore beset by examples of extravagance and temptations to spend. Teach them with all your might the importance of the saving habit—the habit of doing without because they ought to and can, in order that they may be saved from doing without because they must. There are two very helpful new books on thrift just published: one is for boys and girls, "Stories of Thrift for Young Americans," published at 60 cents, net, by Charles Scribner's Sons, New York, and the other is for everybody, "The Book of Thrift," published by Funk & Wagnalls Company, New York, at \$1.00. They will help greatly to stiffen your resolution to teach and to practice the virtue of thrift.

The Funk & Wagnalls Company report that in reply to an advertisement of the book an order came to them some days ago from a prisoner of war in Siberia for a copy of Sherwin Cody's "How to Deal With Human Nature in Business." There would be more irony in the combination of it were not for this thing of human hope. Evidently the prisoner believes that sometime in his day the war will be over, that at least a remnant of human nature will still be left, and that he will be permitted to utilize some little knowledge of its ways to the betterment of whatever traffic he may seek to engage in with his fellow-men. One cannot forbear wishing the poor fellow an abounding fruition of his hope. But who can say that this far-off prisoner of the great war is not a wise, wise teacher who in his enforced and possibly too solitary confinement thinks of his future work as the supremely important business of all that human nature is a partner in?

BOOK REVIEWS.

Nixie Bunny in Holiday-Land: A Rabbit Story of the Holidays. For Second and Third Grades. By Joseph C. Sindelar. With 82 illustrations in black and five colors by Helen G. Hodge. Cloth, 159 pages. Price, 40 cents. Beckley-Cardy Company, Chicago.

In delightful fashion this book makes the little reader acquainted with the meaning of the holidays, beginning with Labor Day and ending with the Fourth of July. The story is an account of the visit to Holiday-Land of Mr. and Mrs. Nixie Bunny Cottontail and their two children. The story itself, the little verses, and the wealth of illustrations all combine to make a book of great fascination for the child mind.

The Literary Primacy of the Bible. By George P. Eckman. Cloth, 209 pages. Price, \$1.00, net. The Methodist Book Concern, New York, N. Y.

The six chapters represent the second series of Mendenhall Lectures delivered at DePauw University. These lectures are fresh, luminous, informing, and stimulating, making no pretense to profound depths of thinking. What wise men have thought of the Bible, what they miss who neglect it, and the things which make it the supreme book of all literature—these are some of the considerations which give direction to the addresses. Wide reading and a

simple but interesting style have aided the author in addressing effectively the popular mind.

The Monroe Doctrine: An Interpretation. By Albert Bushnell Hart, Professor of the Science of Government in Harvard University. With colored map. Cloth xiv+445 pages. Price, \$1.75, net. Little, Brown & Company, Boston, Mass.

A timely book of great interest to students of American foreign policy. What the Monroe Doctrine meant originally and has come to mean since, and what the difficulties are in making it work now—these are some of its successive phases which have challenged the judgment, the training, and the resources of the historian to the exercise of just interpretation. His work has been done with evidences of great thoroughness and presented with earnestness, orderliness, and clearness. The twenty-four chapters cover the ground comprehensively, the arrangement of the matter with topical and marginal headings is most welcome to the busy reader, while an extensive bibliography and an exhaustive index complete an admirable equipment.

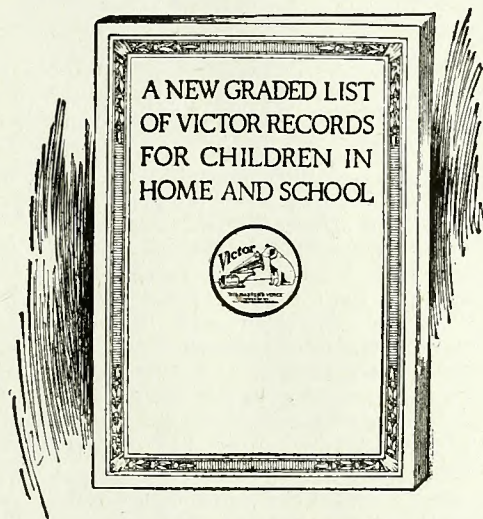
Public Speaking: Principles and Practice. By James Albert Winans, Professor of Public Speaking in Cornell University. Cloth, 476 pages. Price, \$1.69 postpaid. Sewell Publishing Company, Ithaca, N. Y.

Here is a sane and luminous presentation of the principles underlying successful public speaking. It does not lace up the student in a straight-jacket of rules, and the potent facts of everyday psychology in their relation to public speaking are presented so simply and with such scholar-like mastery that they interest and stimulate alike the school boy, the college senior, the university professor, the orator, and the business man. Two chapters of especial interest and value are those on "Attention of the Audience" and "Persuasion and Belief." The capacity of this exceptionally interesting work for going under its own steam is strikingly attested by its adoption in eleven universities, seven colleges, and normal schools, and two city schools within less than sixty days after its publication last December.

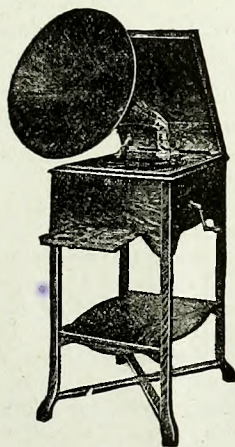
Stevenson's Treasure Island. Edited by William D. Lewis, A.M., Principal of the William Penn High School, Philadelphia. With illustrations by Florence M. Herrick. Cloth, xxii+259 pages. Price 45 cents. Allyn & Bacon, Boston, Mass.

The editing consists mainly of an introduction, an illustration of the Hispaniola in which the parts are named, two pages of topics for written work, and eleven pages of

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Geography. 10 courses. Prof. C. C. Colby of Peabody; Miss M. Dopp, Parker High School, Chicago.

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Other departments will be listed next month.

The **Summer Quarter** is composed of two terms; the first extends from June 15 to July 21, the second term from July 22 to August 25. Degrees of B. S., M. A., and Ph.D. Summer School catalogue was issued March 31. Write for it.

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glossary. All these except the introduction are placed after the text. Of "notes" there are none. The editor shows small patience with what he describes as "the petrified inspiration of annotated pedantry" and declares that "the most important task for the teacher is to get out of the way and give the greatest story-teller of the passing generation a chance." The type, paper, printing, pictures, and binding make this volume in Ailyn & Bacon's Academic Classics an exceptionally desirable and pleasing school text. W. F. M.

Essays for College Men. Second Series. Chosen by Norman Foerster, Frederick A. Manchester, and Karl Young. Cloth, gilt top, 386 pages. Price, \$1.25. Henry Holt & Company, New York, N. Y.

A book of thirteen essays for college men by authors of the first rank. A few of the subjects and authors are: "What is a College For?" Woodrow Wilson; "Academic Leadership," Paul Elmer Moore; "The American Scholar" and "Books," Ralph Waldo Emerson; "The Religion of Humanity," Arthur James Baifour; "War," Ralph Waldo Emerson and "The Moral Equivalent of War," William James. The book is without preface, introduction, or index, and has only an occasional foot note; but as a book of specimens of the modern essay in education, science, literature and art, this volume, as well as the former series issued two years ago, must take a high place because of the content, style, and the great authority of the well-chosen selections.

A History of English Literature. By Walter S. Hinchman, A.M., author of "Lives of Great Writers," "William of Normandy," etc. Master of English in Groton School. Cloth, 455 pages. Price, \$1.30 net, post-paid. The Century Company, New York.

This work, fresh and new, is an unusually fine book for high school classes, being attractively illustrated throughout and modern in its treatment of the history of English literature. The style has stirring movement without being over-wrought and stress is laid on "the facts of the history of English literature rather than on the interpretation of it." The human element is lifted high and the story is thus given an appealing interest for the young student. The type is large and clear, not a tax to the eyes, the illustrations are remarkably well printed, appealing to the reader's aesthetic sense, and the main divisions of the general subject and the arrangement of the matter aid the student in comprehending the subject as a whole. A full page in color shows a portrait of John Milton

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Latin. 12 courses. Instructors, Dr. C. E. Little of Peabody; Dean H. C. Tolman of Vanderbilt; Prof. M. A. Leiper of Bowling Green State Normal.

Economics. 12 courses. Instructors, Dr. L. C. Gray of Peabody; Prof. W. E. Morrow, Warrensburg State Normal.

Kindergarten Education. 6 courses. Instructors, Miss Marion Hanckel, Supervisor Knoxville City Schools; Miss Grace Mix, Farmville State Normal.

Other departments will be listed next month.

The **Spring Quarter** extends from March 29 to June 14. The **Summer Quarter** is composed of two terms; the first extends from June 15 to July 21, the second from July 22 to August 25. Degrees of B. S., M. A., and Ph.D. Write for summer school catalogue.

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at the age of ten. In addition to the 93 illustrations there are a pictorial chart of English literature and a literary map of England.

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State School News

SCHOOL NEWS BRIEFS.

The first session of the Bertie Farm Life School will begin in September along with the fall opening of Aulan-der High School.

The building of the Youngsville graded school was damaged by fire to the extent of \$500 or \$600 the morning of the last day of March. The fire was extinguished by the prompt action of the bucket brigade composed, the account says, of "the entire populace of the town."

Hoke County reports that all the high schools are well provided with nice homes for the principals located on the ground. In two of the country districts, homes have been built where they attempt to get a man and his wife to come and teach the school. These are all in two room districts.

For the fifteenth consecutive year Mr. Joe S. Wray has been elected superintendent of the Gastonia public schools. At the same meeting of the board of school commissioners, the architects' plans for two handsome new school buildings were accepted. Superintendent Wray's administra-

tion of the schools has been one of continuous growth and educational progress.

The faculty of Meredith College is considering the advisability of offering a course in Spanish. That attention be given to this matter was suggested by a motion of Mr. W. A. Thomas at a recent meeting of the trustees of Meredith. Mr. Thomas is a successful business man of Statesville who made a special trip to South American countries not long ago to study the conditions and prospects of increasing southern trade in that direction.

From an Orange County teacher comes this note of pride and enthusiasm: "Our pig and poultry club numbers fourteen members, this interest following a visit of our rural supervisor, Miss Lula Cassidy. We also have music, domestic science, basketball, baseball, and a school garden. Miss Cassidy is doing a great work in Orange and we hope to keep her for years to come. If so, we shall certainly have schools to be proud of. None but those whom she has visited can imagine the pleasure and profit her work brings to both teachers and pupils."

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Graham Wins in the Debating Contest.

The fourth annual contest of the high school debating union came to end April 14, at Chapel Hill, when the Graham high school, representing the affirmative, defeated Wilson high school on the negative. The query being "Resolved, that the United States should adopt the policy of greatly enlarging its navy."

The speakers for Graham were Miss Myrtle Cooper first affirmative and Boyd Harden second affirmative; for Wilson, Wade Gardner, first negative, and David Isear, second negative.

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gets at the root of the matter. It deals with the necessary things, begins on the child's own ground, emphasizes correction of common faults, and the importance of oral exercise. It teaches the child from the first to criticise his own work and correct his own faults in speech and writing.

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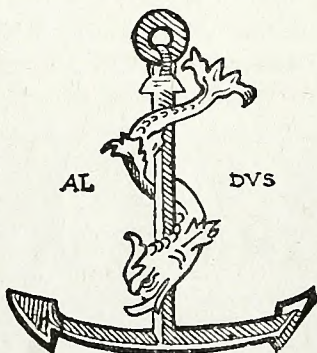
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"Would thou still be safely landed
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Never yet was vessel stranded
With the dolphin by its side."

---Sir Egerton Bridges

Moonlight Schools in Four Counties.

Out of three hundred and eighty-one illiterate adults reported in the four counties of Polk, Harnett, Columbus and Yancey, two hundred and twenty-five or fifty-six per cent learned to read and write in the Moonlight Schools recently conducted, according to delayed reports to the State Bureau of Community Service.

Superintendent E. W. S. Cobb, of Polk, reports that the schools in that county began December 1, 1915, and closed February 11, 1916. Nine schools were conducted with one hundred and three pupils, forty-three men and sixty women. The oldest was seventy-eight years, the youngest twenty-two, and the average thirty-four. Seventy-one learned to read and write.

Harnett County, through Superintendent B. P. Gentry, reports that the schools were conducted in that county twelve nights, according to the plan of the Bureau of Community Service, in five schools and for an enrollment of one hundred and forty-eight, seventy-five per cent of whom were men. In these twelve nights, not less than one hundred learned to read and write.

In Columbus County, according to Superintendent F. T. Wooten, five schools taught eighty-five adult illiterates forty-three men and forty-two women, the oldest sixty-eight and the youngest seventeen. In this number fourteen learned to read and write.

Yancey County moonlight schools, as reported by Superintendent W. O. Griffith, had forty-five enrolled in moonlight schools with the oldest seventy-two years of age. Forty learned to read and write.

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Book III.—For Secondary Schools.

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Summer Quarter, 1916
1st Term June 19-July 26
2d Term July 27-Sept. 1

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Supt. W. R. Coppedge Resigns.

Thirteen years of devoted service as superintendent of the schools of Rockingham County closed with the recent resignation of that office by Rev. W. R. Coppedge, his action to take effect next July. All who know him can heartily join in the feelings of regret and sincere appreciation which prompted the following resolution by the Rockingham Board of Education:

"The Board of Education accepts with regret the resignation of Superintendent Coppedge. He has brought to the educational problems of the country a wise consideration, a painstaking care and an enthusiasm which has waxed warmer with the passing years. It regards his connection with the schools for the thirteen years he has acted as the head of the schools of the country as having been a blessing to education and a positive uplift to the county. The Board realizes that his place will be very hard to fill. It is ordered that this resolution be put upon the minutes."

Dr. Ramsey Resigns.

Dr. George J. Ramsey has resigned the presidency of Peace Institute, Raleigh, to take effect July 1. At a gathering of the members of the faculty, the resignation was made, has since been accepted by the executive committee, and will go formally before the entire board of trustees at the next meeting April 4. This action was a complete shock to the faculty, and each in turn told him of their regret in losing him and of the high appreciation of his work. In the letter Dr. Ramsey read he expressed his deep regret, his cordial relations with the faculty and student body, but said that the financial stringency of the past two years has brought so many new complications and anxieties that he was physically unable to endure the strain much longer without danger of a serious collapse. The letter from the trustees was most regretful, and expressed the loss felt not only by Peace Institute, but by the church and by the city.

Do not forget that **North Carolina Education** is not published during the vacation months of July and August.

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In a letter to Prof. E. C. Branson, Judge W. P. Bynum expresses his appreciation of the service of the News Letter as follows:

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Northampton Will Have Farm School.

Mr. C. E. McIntosh, chief clerk of the State Department of Education, has returned from Northampton county, where at a conference of the Board of Education of the county and two hundred or more interested citizens, it was unanimously determined to establish a farm life school in Northampton. The meeting at which the decision was reached was held at Jackson.

With a definite understanding that Northampton is to have a farm life school three towns have already registered their most earnest desire that it shall be located with each of them. Rich Square, Seaboard and Woodland are the contesting communities.—News and Observer.

Harnett County Elects Rural Supervisor.

Harnett's board of education took another forward step in its last meeting in April when it elected Miss Annie Cherry supervisor of rural schools, and appropriated \$150 for

the furtherance of canning club work in the county.

Miss Cherry's home is at Scotland Neck. For several terms she has been teaching in the Dunn graded schools. An effort was made by the board at the first of this year to secure her services for the work she will now take up, but at that time the Dunn school officials would not consent to her leaving their schools.

The sum appropriated for canning club work is merely a starter, this being the first year that the school board has taken an active interest in the work. Other appropriations will be made as needed.

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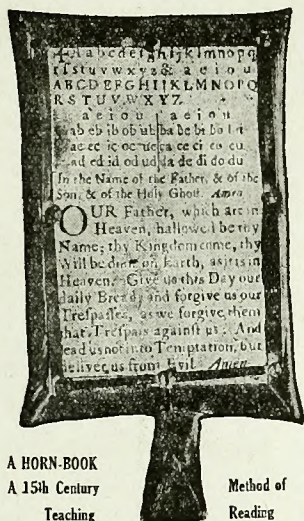
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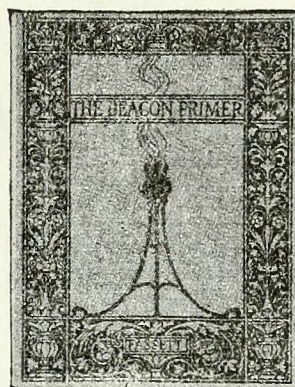
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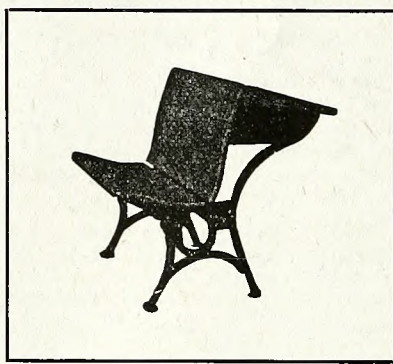
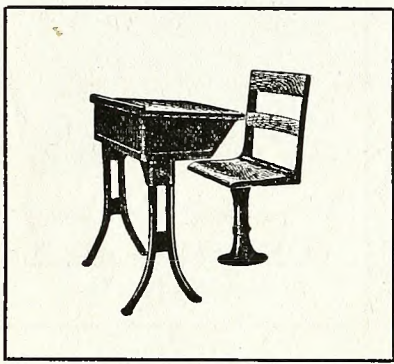
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A Journal of Education, Rural Progress,
and Civic Betterment

Vol. X. No. 10.

RALEIGH, N. C., JUNE, 1916.

Price: \$1 a Year.

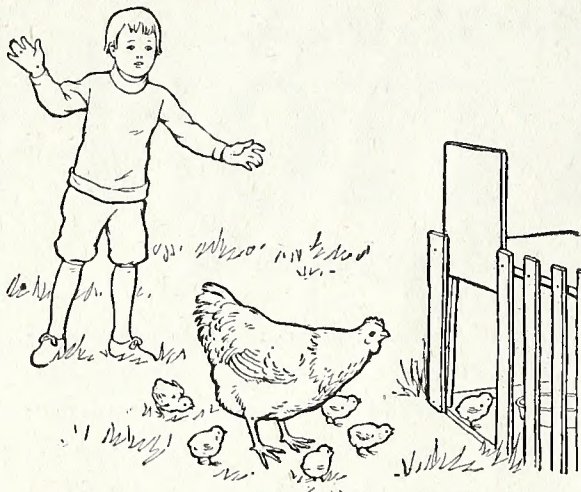
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HIGH SCHOOL TEACHERS' CERTIFICATE

The regulations adopted by the State Board of Examiners governing the issuance and the renewal of high school teachers' certificates are outlined below.

Each applicant for the high school teachers' certificate must file with the Secretary of the State Board of Examiners an application for the certificate and must furnish a complete record of his academic and professional training in the form prescribed by the State Board of Examiners. Blanks for this formal application and for the transcript of the applicant's academic and professional record will be furnished to any applicant upon request, and all applications should be filed with the secretary at least two weeks prior to the time set for examination.

Examinations will be held at each county-seat in the State the second Thursday and Friday in July and the second Thursday and Friday in October each year, and at approved summer schools in the State at the close of their respective terms.

All certificates are dated as of July 1st, and will become invalid on June 30th of the year in which they expire.

The following classes of high-school teachers' certificates are issued: (a) Principal's Certificate, (b) Assistant Teacher's Certificate, (c) Special Certificates.

The State Board of Examiners will issue high school teachers' certificates, as explained below, (a) upon the basis of training, or (b) upon the basis of examination. The subjects upon which the high school teacher's certificate will be issued without examination are divided into two distinct groups: academic and professional.

Credits Granted Upon the Basis of Training.

A graduate of an institution of approved grade may be excused from examination in the academic branches, provided the record of work submitted by him is acceptable to the State Board of Examiners; and such an applicant may be excused from examination on the group of professional subjects, provided he has had, in an approved department of education, the amount of work required as stated below. As just explained, it is possible for an applicant whose record in both academic and professional work is acceptable to the State Board of Examiners to be excused from both parts of the examination and to secure the certificate without examination.

No department of education will be approved for this purpose which does not have at least one well-trained instructor of professional rank giving his full time to the work of the department.

The State Board of Examiners reserves the privilege of rejecting all testimonials and records of college work not altogether satisfactory and of requiring a partial or complete examination of each applicant if deemed necessary.

Principal's Academic Credits. An applicant for the high school principal's certificate who is a graduate of any institution in Group A, and whose record of academic training is found to be satisfactory to the State Board of Examiners, may be granted credit without examination on all required academic subjects.

Principal's Professional Credits. An applicant

for the high school principal's certificate who is a graduate of an institution in Group A, and who has had twelve semester hours, or six hours through the year, of professional work in an approved department of education, may be granted credit without examination on the required professional subjects, provided six of these semester hours, or three hours through the year, shall have been in secondary education.

In lieu of this requirement as to professional work done in an approved department of education, the Board will give due consideration to successful experience in teaching for a period of not less than five years, and to work done in professional subjects at accredited summer schools and through high-school teachers' reading courses, when satisfactory evidence thereof is presented. A special blank will be furnished for the information desired of applicants in this case.

An applicant who is a graduate of an institution in another State may, upon complying with the Board's regulations and presenting satisfactory records of work done, be granted academic and professional credits similar to those herein outlined. But before such credits can be granted, the institution must furnish evidence satisfactory to the Board that it is entitled to be classed with the institutions in Group A or Group B, as the case may be. For this purpose the Board will accept the rating given by the United States Bureau of Education.

Assistant's Academic Credits. (a) An applicant for the assistant high school teacher's certificate who is a graduate of an institution in Group A or in Group B, and whose record of academic training is found to be satisfactory to the State Board of Examiners, may be granted credit without examination on such academic subjects as he has successfully pursued, provided he has had two or more years of work in such subject or subjects beyond the requirements of the four-year high school course of study as outlined by the State Department of Public Instruction.

(b) An applicant for the assistant high school teacher's certificate, who is not a graduate, may be given credit, without examination, for any academic subject or subjects, for which credits are granted on the certificate, provided he submits to the Board of Examiners a transcript of his college work showing that he has successfully pursued beyond the four-year high school course, as outlined by the State Department of Public Instruction, such subject or subjects for two years at any of the institutions listed in Group A or Group B.

Assistant's Professional Credits. An applicant for the assistant high school teacher's certificate who is a graduate of an institution in Group A or in Group B, or whose academic record is approved, and whose record of professional training is found to be satisfactory to the State Board of Examiners, may be granted credit without examination on such professional subject or subjects as he has successfully pursued, provided he has had at least six semester hours, or three hours through the year, or three five-hour courses in professional subjects for a period of not less than six weeks in an approved summer school. Professional credits will not be

granted to an applicant who cannot meet the academic requirements named below.

Special Certificates. (a) The Farm-Life Certificate. A graduate of the A. and M. College of North Carolina who has pursued for two years or more the regular courses in agriculture may be granted, without examination, a special certificate in agriculture entitling him to teach this subject in any of the public high schools and farm-life schools.

A graduate of the A. and M. College of North Carolina who has pursued for two years or more the regular courses in the mechanic arts may be granted, without examination, a special certificate in such subjects, entitling him to teach them in any of the public high schools and farm-life schools.

The Home Economics Certificate. A graduate of the State Normal and Industrial College of North Carolina who has pursued for two years or more courses in home economics may be granted, without examination, a special certificate entitling her to teach this subject in any of the public high schools and farm-life schools.

Graduates of other institutions of equal rank with the State A. and M. College or the State Normal and Industrial College, as the case may be, who have pursued for two years special courses in agriculture, mechanics arts, or home economics may, upon submitting satisfactory records, be granted the same credits as are granted to graduates of these institutions.

Approved Institutions

Group A.

Davidson College
Elon College
Guilford College
Lenoir College
Meredith College
Salem Academy and College
State Normal and Industrial College
Trinity College
University of North Carolina
Wake Forest College

Group B.

Atlantic Christian College
Flora MacDonald College (formerly Southern Presbyterian College)
Greensboro College for Women
North Carolina College of Agriculture and Mechanic Arts
Queen's College
St. Genevieve's College
St. Mary's School
Weaver College

Certificates by Examination.

If the applicant cannot meet the conditions set forth above, governing the issuance of certificates and the granting of credits on certificates without examination, he must show by examination, partial or complete, as may be required, that he possesses the scholarship essential for teaching in a standard high school the academic subjects named in Groups a, b, c, and d, below, and, in addition, that he possesses a working knowledge of professional subjects enumerated below.

No person can be employed as principal of a public high school, or as the only teacher in such school, whose certificate does not cover all the subjects in Group a, all subjects in Group b, at least

one subject in Group c, and at least one subject in Group d.

An assistant high school teacher must secure credit or pass a satisfactory examination in English and in two professional subjects listed below and in addition thereto such other academic subjects in Groups a, b, c, and d as he will be required to

Academic Subjects.

- a—English: Grammar, Composition, Literature.
(Examination in literature will be based mainly upon the standard college entrance requirements.)
American History.
English History.
- b—Arithmetic.
Algebra.
Plane Geometry.
- c—Latin (including Grammar, Caesar, Cicero, Virgil).
French (including Grammar and translations).
German (including Grammar and translations).
- d—General Science (based on such a text as Clark's "Introduction to Science" or Caldwell and Eikenberry's "General Science").
Physics.
Physical Geography.
Agriculture.
Botany.
Chemistry.

Professional Subjects for the Principal's Certificate.

- (a) Aspects of Adolescent Psychology—King's "The High School Age." (The Bobbs-Merrill Company, Indianapolis. \$1.00.)
- (b) High-school Methods and Management—Hollister's "High School and Class Management." (D. C. Heath & Co., New York City. \$1.25.)
- (c) High-school Organization and Administration—Brown's "The American High School." (The Macmillan Company, New York City. \$1.25.)
- (d) Social and Economic Aspects of Education—Hart's "Educational Resources of Village and Rural Communities." (The Macmillan Company, New York City. \$1.00.)
- (e) School Hygiene—Dressler's "School Hygiene." (The Macmillan Company, New York City. \$1.00.)
- (f) Public School Law of North Carolina.

Professional Subjects for the Assistant's Certificate.

Applicants for the assistant high school teacher's certificate will take examination on any two of the five professional books named above and on the public school law.

SINGING IS GOOD FOR TEACHERS ALSO.

There should not be a day pass in the schools that the pupils are not given the opportunity to sing several songs. A few minutes spent during the opening exercises in singing familiar songs both religious and secular, will be time well spent. It trains the voice, entertains the pupils, encourages taste for singing, and will add to their usefulness and happiness in the years to come.—Ex.

PHYSICAL TRAINING OUT OF DOORS

C. Horace Sebring, Y. M. C. A., Winston-Salem, N. C.

In the previous articles on Physical Training for Schools a few sample drills were given that might form the basis for more advanced work. In this concluding article, I wish to suggest some plans for making this department of school work more efficient and more attractive to the pupil. In order to enlist the pupils' interest, the play side of physical training must be emphasized.

During the past few months, the author has noticed an increased and widespread interest in athletics throughout the State and especially in basketball is this evident. More city and country high schools have played the game this season than ever before, and the State Championship contest, staged by the University Extension Bureau, was harder contested this season than last. Many country schools played the game for the first time this year, and county championship contests have been conducted all of which gives impetus to the game.

The great need, however, is not to put out championship teams, but to give an opportunity to every boy to play the game. The greatest good to the greatest number should be promoted.

The Boy Problem.

At this time of the year, the outdoor work will appeal especially to pupils, and teachers will find the boys ready and anxious for games in the open. A boy's make up seems to consist mainly of fidget, fuss and frolic. Opportunity must be given him to work off surplus energy and the active, muscular boy demands games of action and agility; something worthy of his sex.

Baseball, of course, has its largest number of devotees at this season of the year and is rightly termed the great American game. Boys should be given opportunity to play the game. From physiological point of view, baseball is a safe game for most boys. It does not require long and sustained activity as in basketball and therefore puts less strain on heart and lungs. Teachers will find both baseball and basketball, if properly supervised, most potent agencies for teaching lessons of morals. The spirit of clean and honest sport is very easily applied to the moral side of the boys' nature.

For small playgrounds, indoor or playground baseball will find favor with the boys. In this game the ball is usually fourteen inches in circumference and somewhat soft, so that no gloves are needed. The bat is smaller than the outdoor bat, and bases are closer together, thirty-five feet being a good distance for playgrounds. The rules are practically the same as for the big game, some restrictions however, being put upon the delivery of the ball and upon base running. Rules for the game may be secured from the American Sports Co., 21 Warren St., New York, and the implements of the game may be had of any athletic supply house.

Volley ball is also an excellent game for older boys, and is finding favor among girls also. It is simple to learn and affords an opportunity for good team work without being too strenuous. Volley ball rules may be found in the Y. M. C. A. Athletic League Handbook, which also contains a great deal of valuable information concerning athletic sports in general, including rules for all athletic events,

duties of officials, etc. This book sells for ten cents and may be purchased from the Y. M. C. A. Press, 124 East 28th St., New York. The official basketball guide may also be secured from them and at the above price.

No matter what other equipment a school ground may fail to have, your school should have a jumping pit for the boys. A piece of ground eight by twenty feet will be sufficient, which should be dug loose to a depth of one foot, and sawdust be mixed with the dirt so as to form a soft landing place. A four by six inch joist should be firmly fastened at one end of the pit to form the take off for the broad jumps and from which to make measurements. Upright standards for the high jump, graduated in inches can be made by the boys, or they may be purchased from an athletic supply house. With a good jumping pit, the running high jump, standing high jump, running broad jump and standing broad jump and the pole vault may be practiced and will afford an excellent opportunity for the boys to develop athletic talent along these special lines.

Athletic races may be given on any level, smooth road or street and all boys will be found eager to take part, for the competitive spirit is strong in youth. Caution in running must be exercised, however, especially with the younger boys. Relay races will prove popular, as they furnish shorter runs, and develop the team spirit. These active outdoor games are, of course, for the higher grades, and younger children will find pleasure in swings, ropes and things of that kind.

Games For Girls.

Outdoor activities for girls presents a problem also, although indoor or playground baseball and volley ball has been found suitable for them and is being used in some schools. The very recent introduction of Physical Training into the schools of the Philippine Islands found the girls there ready for indoor baseball, and fifty-six thousand school girls played the game in the Philippines last year.

A most excellent book on "Games for the Playground, School and Gymnasium" is that of Jessie H. Bancroft, published by Macmillan Company. In it will be found games for all ages and the teacher will find it very helpful in Physical Training work.

Many tag games, especially three-deep tag, prisoner's base, squat tag, cross tag, etc., are attractive to girls as well as such games as all-up relay, played with Indian clubs, bean bag games and basketball relay. This latter affords plenty of excitement. Another good list of games may be found in "Indoor and Outdoor Gymnastic Games," by A. M. Chesley, published by American Sports Pub. Co., 21 Warren St., New York. Many games may be found in the above books which are suitable for school room use and on rainy days such games should be used as a safety valve for excess energy or to liven up depressed spirits, as the case may be.

If calisthenic drills are given regularly throughout the term, it will be found comparatively easy to give an exhibition of Physical Training which will fit in nicely with the commencement exercises. Marching should be given, using music if possible,

(Continued on page 10.)

MAKING THE FEDERAL CONSTITUTION

By Miss Sadie McCauley, Member of the Senior Class, Trinity College.

(The following type study in high school history was planned in Education V, a course in the School of Education, Trinity College, in which a study is made of high school methods. The outline given below was followed in this paper. Several standard textbooks in American history were used as well as numerous supplementary readings and illustrations taken from literature and biography, which served to enrich the main subject. The study was developed by the topic and discussion methods, which afford the class excellent training in the use of historical material and in its organization for class presentation. It was impossible to publish the paper in full, because of its length.—Edgar W. Knight.)

OUTLINE.

1. The results of Yorktown.
2. Difficulties of making the treaty.
3. Conditions in United States when the treaty was being made.
4. Conditions immediately after the treaty was made.
5. The Articles of Confederation.
6. The State governments.
7. Forces tending to weaken the Union.
8. Forces tending to strengthen the Union.
9. Antecedents of the Federal Constitution.
10. The Federal Convention.
11. Ratification of the constitution.
12. Analysis of the Federal Constitution.
13. Comparison of the state governments with the Federal Government.

As a result of the siege of Yorktown Cornwallis surrendered to Washington on October 19, 1781. A great cry of joy spread over the country. Americans everywhere regarded the war as being ended, and at once commissioners were appointed to draw up a treaty of peace with England. John Adams of Massachusetts and John Jay of New York were sent to Paris and after nearly two years the treaty was signed September 3, 1783, and the country was at peace. On November 3, the army was formally disbanded and the soldiers took leave of their commander. On December 23 Washington in the presence of Congress and a great crowd of people handed in his resignation together with an accurate statement of his expenses in the public service. He now looked forward to a quiet retirement to his country home which he had not seen for eight years.

The Articles of Confederation.

At the second meeting of the continental congress June, 1776, when the states declared themselves free and independent, a code of regulations, which defined and at the same time limited the powers of Congress, were drawn up, called the Articles of Confederation. The formation of the articles was done in secret and it is not even known who the principal author was, but it is generally supposed to have been John Dickinson. After having been drawn up they were sent to the different state legislatures to be ratified. The states were so slow in adopting them that it took fifteen months for twelve states to ratify them. By 1781, however, all of the states had ratified them, Maryland being the last one.

The principal provisions of the articles were: Each state shall retain its sovereignty, freedom and independence, the states are to enter into a league of friendship to assist each other against outside attacks, the inhabitants of each state are entitled to the privileges of free citizens, for the management of the affairs in the United States, delegates from each state are to meet in congress every first Monday in October, no state shall form alliances with any other state, or king, no vessels of war shall be kept by any state except those deemed necessary by Congress. The United States had sole right of determining peace and war and all war debts were to be paid out of the public treasury.

These articles had both strong and weak points. One very weak point was the two-thirds vote that was necessary for any important legislation in Congress. Under this rule any five states could defeat the most sorely needed measure. Moreover, Congress had no control over commerce, no power to collect money or to keep a standing army; in other words, she had no means of enforcing her authority. If troops were to be raised, Congress could ask the states to furnish them, but could not force them to do this. If money was needed for the government, the states could be called on to contribute according to their population, but there was no power to force them to comply with the request. Moreover, the articles provided for no division of power. There was no president save the presiding officer of Congress, and no court like our modern supreme court. But perhaps the greatest defect of all was the difficulty of amending the articles. This could be done only by a vote of all the states.

Yet over against all these weaknesses the articles established at least a league of friendship between the States, the best that could be had at the time. They created a certain sentiment of union, an idea of compactness among the states, and a feeling of intercitizenship. They defined the precise nature and extent of this surrendered sovereignty which no state alone could exercise.

Organize State Governments.

During the Revolutionary War, all the states except Connecticut and Rhode Island framed new constitutions, but these in most respects were modeled on the old colonial charters. The popular legislative bodies remained unchanged. In addition to the house of representatives, the legislatures of all the states except Pennsylvania and Georgia contain an upper house or senate. The new constitutions drawn up by the states were very suspicious of the powers of a governor. They regarded him almost as a king. The supreme confidence was placed in the legislature, not in the governor. In 1780 Massachusetts drew up a constitution that led the way to the construction of a more efficient executive department. This provided for an annual election by the people of a governor, endowed with the powers of appointment.

The Weakness of the Confederation

The articles of Confederation created in no sense a strong union, and every day there were forces which tended to weaken more and more what union spirit there was. The different states were jealous

of the Federal Government because they feared it would take too much authority and thus weaken their own powers. The government in England had been known as a Federal Government and it had been strong and oppressive; therefore the states were afraid of a strong Federal Government. Then the states were jealous of one another. One state would pass laws to increase its own commerce at the expense of another. A state that had a seaport would heavily tax the goods coming through it for another state. New York put heavy duties on Connecticut fire wood which was absolutely essential to New York's comfort.

Another force that was weakening the union was the disputes over boundaries. New York and Connecticut were wrangling over a piece of land around Lake Ontario. New Hampshire and Vermont were quarreling over a strip of land lying along the Connecticut River, when Massachusetts came in and laid claim to the whole of Vermont. Massachusetts, Connecticut and New York all claimed a tract of land west of the Alleghany Mountains. Virginia came up and said, "It makes no difference what they claim, every acre of land from the Ohio River to Lake Superior is mine." How could there be any feeling of union under such circumstances?

In the midst of all these troubles Congress was growing weaker every day. It had lost the confidence of the old soldiers because of lack of means to pay them their promised salaries. As a result a band of them got together and attacked the capital at Philadelphia and threatened to take the members of Congress as hostages if they were not paid.

At this time Congress found it impossible to raise a revenue of any kind. Each state had its own war debt, so it was difficult to raise a surplus to hand over to Congress. The foreign powers were demanding that the United States pay her debts, and to save American credit from destruction it was necessary to pay at least the interest on the public debt. To do this, Congress asked permission to levy a five per cent duty on imports. This brought about a heated discussion in the states, and Rhode Island and Virginia never consented. Congress could do no more than ask for money; she could not collect it.

The weakness of Congress is still further shown in its inability to enforce the treaty. The recommendations of Congress concerning the Tories was greeted with a storm of indignation. During the war they had been treated with severity both by the people and by the legislatures and now since peace had been declared, in utter disregard of Congress, fresh measures of vengeance had been taken against them. Nowhere were they treated worse than in New York where the Trespass Act was passed against them.

Congress was also powerless to enforce the payment of private debts, because several states had passed laws obstructing the collection of these debts. Surely this weakness of Congress must have been the climax of national humiliation.

At this time gold and silver coin was so scarce that it was impossible to get enough money to carry on business; so all the states except Delaware and Connecticut began to issue and put into circulation paper money, the value of which soon decreased. As a result such internal disorders as Shay's Rebellion followed.

The Forces That Prevented Disunion.

In spite of these weakening forces, however, there were a few forces that tended to hold the union together. The common interest that all the citizens had in time of a common danger was one of these strong forces. In such a critical time the colonists seemed to forget the grievances among themselves in the one great struggle; and the fact that they had all been fighting in the war gave them an interest in common. Then there was the great national debt. A great many private individuals had bought bonds and consequently wanted to see the country thrive so that they could get the interest on their money.

From 1783-87 Washington, after he had retired to private life, was constantly writing letters to the prominent citizens of the United States urging that something be done to give Congress more power. Madison and Hamilton were likewise writing letters to the most influential men of all parts of the country pointing out the necessity of standing by the government and giving it more power.

Again the interest that all the States felt in the settlement of the Western territory was a strengthening force. The thirteen States through their delegates in Congress were dealing with the unoccupied national land as if it were the common land of one large township. In the interest of the government of this territory, the Northwest Ordinance was passed by Congress in 1789. This ordinance made provision for a division of the land into territories and for their subsequent admission into the union. In the meantime they were to be governed by officers appointed by Congress. It provided for religious and civil liberty, for common school support, and for the prohibition of slavery.

Problem of Trade.

When Spain discovered that both the United States and England were planning to get a portion of West Florida, she at once became angry and threatened to close up the Mississippi River. After wrangling over the question for sometime, Jay advised Congress, in order to get a commercial treaty, to agree to close it for twenty-five years. The matter was left unsettled. At the same time Virginia and Maryland were quarreling over the navigation of the Potomac.

When Washington became occupied with the plan of extending the navigation of the Potomac to the James, 1785, he called at Mt. Vernon a meeting of commissioners from Maryland and Virginia to come to a definite understanding regarding the navigation of the Potomac. Late in 1785 when the Virginia legislature had been wrangling for some time over the question of giving Congress full power over trade, Madison suggested that a meeting of commissioners from all the States be held to discuss the best method of securing a uniform treatment of commercial questions. As a result a convention was called at Annapolis, September, 1776. Delegates came, however, from only five States. Since so few States were represented, the delegates did not think it worth while to go on with their work. But before adjourning they adopted the address of Alexander Hamilton and sent it to all the States. Hamilton urged that commissioners be appointed by all the States to meet at Philadelphia to revise the Articles of Confederation and "to devise such further provisions as shall appear to them necessary to render

the Constitution of the Federal Government adequate to the needs of the people. All the States except Rhode Island appointed delegates.

Th Need of a More Perfect Union.

On May 25, 1787, fifty-five delegates assembled at Philadelphia in the same brick building in which the Declaration of Independence had been signed. Twenty-nine of these men were university graduates, twenty-six were not, among who were Washington and Franklin, the two most important men present. As soon as the convention had assembled, Washington was chosen president.

The convention soon saw, however, that it would be better to draw up a new constitution than to try to revise the Articles of Confederation. Virginia presented the first plan for a new constitution, known as the Virginia Plan. It provided that there should be a national legislature in which the American people instead of the American States should be represented; that the national legislature, like the legislatures of the several States, should be composed of two houses. Members of the lower house were to be chosen directly by the people. Members of the upper house were to be elected out of persons nominated by the State legislatures. In both houses the votes were to be votes of the persons and not of the States as in the Continental Congress. Each State was to have a number of representatives proportionate to the population or wealth. A bare majority of votes was necessary to pass an ordinary measure. But this plan was such a strong reaction against the loose-jointed confederation that it was not approved by several of the States.

New Jersey then presented a plan which provided for a Federal Legislature consisting of a single house, an executive in the form of a council to be chosen by Congress, and likewise a Federal Judiciary with powers less extensive than those contemplated by the Virginia Plan. It gave to Congress the power to regulate foreign and domestic commerce, to levy duties on imports, and to raise internal revenue by means of a stamp act. The Federal legislature which it proposed was to represent the States, not the individuals, and the States were to vote equally without regard to wealth or population. But this plan gave no security that the powers of Congress could ever be really exercised. Neither of these plans could be considered by the conven-

tion. At the critical point when it seemed that nothing could be done, the Connecticut Compromise was presented which proposed that the population be represented in the lower house by one representative for every thirty thousand, and that the States regardless of size, be represented in the upper house by two senators which should be elected by the State legislatures, and who should vote as individuals.

After the plan was considered, the question came up, "Shall slaves be counted as population?" This caused much dispute between the slave and no-slave States. Finally the compromise which proposed that five slaves count as three whites was accepted; a little later another provision was adopted which abolished foreign slave trade after twenty years. Thus out of a number of compromises the new constitution was built up, and was submitted.

PHYSICAL TRAINING OUT OF DOORS.

(Continued from page 7.)

and a simple drill put on that is spectacular and rhythmic in movement. A simple flag drill is excellent for such an occasion.

Some county commencements are now featured by athletic contests among the boys of the different schools, and they are proving helpful in making a place for physical training in the curriculum of our county schools. Some county athletic associations are now being formed and in future years the wisdom of this effort will be proven.

Physical Preparedness.

In the first article of this series, the value of Physical Training to our boys and girls was brought out. "Preparedness" is now a household word, and we are applying it to every feature of our life. A recent investigation has found that among the applicants at the United States Marine Corps recruiting station in New York City, only 316 out of a total of 11,012 were able to pass the physical examination required. Physical Preparedness for life's work is one of the great needs of the country today and Physical Training is certainly worthy of a place in our school life. The sooner that teachers and supervisors realize that fact, the sooner will North Carolina schools take a great forward step in the education of the children of the State.

SCHOOL ADMINISTRATION

THINGS FOR THE SUPERINTENDENT TO PONDER OVER.

I.

A good superintendent will strive to improve his teachers. His business is not to serve merely as an eliminator. Dr. A. E. Winship says truly:

"A good superintendent can make nineteen-twentieths of his not-good teachers good if he knows how and will try, and he is not a good superintendent unless he knows how and will try.

I never knew a superintendent whose conception of duty was to rid the force of incompetence who helped any one, who did not weaken all by terrorizing them. The superintendent who is chiefly feared ought to run a 'Wild West' show. The school is no place for a broncho buster."

II.

One way that a superintendent can improve his teaching force is to make it easy for teachers, especially the immature ones, to visit the better teachers of the county.

It is a wise plan for teachers whenever possible to visit other teachers and observe them at work. If a teacher can get a day off or even a half day and spend the time with some other teacher doing similar work and observe how she manages, it would prove exceedingly helpful. We frequently learn how to do things by observing the mistakes as well as the successes of someone else. The opportunity to see how some other teacher conducts the reading class, the geography class or the class in language, will be exceedingly helpful to the observer. This

rule should always be observed, however, never to criticise or find fault with work observed. It is very harmful to visit a school and then criticise it to other people in a hurtful way. Teachers should not do so.

III.

How many superintendents really know how to measure the efficiency of the teacher? Here are seven points to consider:

1. **Preparation:** 1. Command of subject matter. 2. Fund of supplementary matter. 3. Accuracy or carelessness in thought.

2. **Presentation:** 1. Review of previous work. 2. Power to utilize child's experience. 3. Methods and devices used. 4. Questioning power. 5. Number of pupils reciting. 6. Power to clear up pupil's difficulties. 7. Assignment of the lessons. 8. Correction of errors. 9. Blackboard work of both pupils and teacher. 10. Interest of pupils.

3. **Discipline and Management:** 1. Self-control of teacher. 2. Know how to direct energies of pupils. 3. Judgment in punishments. 4. Restraint or interest leading factor.

4. **Results:** 1. Measured by preparation of pupils. 2. Reviews.

5. **Personality:** 1. Manner of teacher. 2. Voice of Teacher. 3. Dress of teacher. 4. Relations with pupils: a Antagonistic, or co-operative, b Politeness, c Dignity, d Sympathy.

6. **Physical condition.**

7. **Moral habits.**

A COMPARISON OF METHODS IN SPELLING.

By Clara Boyliss in Practical Educator.

In a certain Normal School no set lessons in spelling are given. There is much written work in connection with every subject studied and the child learns to spell the word at the time when he needs to use it. That is, instead of learning a word as an assigned duty, he learns to spell it when he very much wants to know how.

In the lower grades whenever a child asks how to spell a word he is told. In the higher grades he has to depend in part, on the dictionary. In this way each written expression is at once an exercise in language and in spelling, and the latter is learned by habitual use.

The children in Normal grades are from one of the regular school districts of the city and are of the same class as those of the city schools. The latter use the old method of learning to spell lists of words. We will call theirs the Drill method, and the Normal's the Use method.

Tests were made to ascertain which produced the better results. In the spring a list of 50 words was taken on which the 4th grade city pupils had drilled in the fall, and the others not at all.

4th grade Drill -----average 64%
4th grade Use -----average 55%

Advantage gained by drill ----- 9%

Another list of 39 words was tried under the same conditions with the same results.

Then the same 39 words were given to the two 5th grades, neither of which had seen or studied the list.

5th grade Drill -----average 70%
5th grade Use -----average 74%

Advantage gained by Use method ----- 4%

Then a fourth test was given for the purpose of ascertaining the comparative spelling ability produced by the two methods "when spelling is not the focus of attention; that is, when the attention is absorbed in creative language expression." The two 4th grades were asked to write, without previous notice and each child on any subject he might choose, a story he had read or heard, from nature-study, geography, history or literature taking all the time he wished, receiving no help, and looking up no words.

4th grade Drill class used 1467 different words
4th grade Use class -----2042 different words

4th grade Drill misspelled 206 different words
4th grade Use misspelled 210 different words

Correctness of spelling based on the number of different words used.

4th grade Drill -----86%
4th grade Use -----96%

The test is rather inconclusive and is only slightly in favor of the Use method so far as it relates to spelling; but there is another matter in which this method shows marked superiority:

Per cent of class writing papers over 800 words long:

Drill class ----- 0
Use class ----- 6.25%

Papers over 100 words long:

Drill class ----- 56.5%
Use class ----- 100 %

Using a vocabulary of over 50 words:

Drill class ----- 73.9%
Use class ----- 100 %

The average length of the Drill class papers was 113 words; of the Use class was 343 words. Average vocabulary of the former was 57 words; of the latter was 128 words.

This would seem to indicate that when the attention is focussed on the idea and not on the form of the words a fuller and freer diction is acquired without loss to the spelling.

A GOOD SCHOOL PASTE.

Every teacher needs paste for use in the school room. But the ordinary store paste is too expensive.

A good paste for school use is made by mixing seven tablespoonfuls of flour and seven teaspoonfuls of sugar. Wet with cold water, then pour on enough boiling water to make two quarts. Cook in double boiler for twenty minutes. A few drops of oil of cloves will keep it from souring.

Half of this recipe will be found to be ample for the average class. As the warm weather is coming the paste will not keep as long as in winter. In place of the oil of cloves a little alum may be used. Keep the paste in a covered stone or glass jar, a salt jar with a wide mouth in good.—Ex.

Thrifty people are happy people, because their thrift brings them security and contentment.—MacGregor's Book of Thrift.

Poems for Use in the Institute.

THE MULBERRY BUSH

By Ina Lord MacDavitt.

[This is an old game played by the children of every State. In each stanza the children elasp hands and dance around in a circle while they sing the first two lines; then they unloose hands and, in the first stanza go through the motions of washing clothes, in the next of hanging them out, etc.]

All around the mulberry bush,
Mulberry bush, mulberry bush,
So early a Monday morning!
Here's the way we wash our clothes,
Wash our clothes, wash our clothes,
So early a Monday morning!

All around the mulberry bush,
Mulberry bush, mulberry bush,
So early a Tuesday morning!
Here's the way we hang our clothes,
Hang our clothes, hang our clothes,
So early a Tuesday morning!

All around the mulberry bush,
Mulberry bush, mulberry bush,
So early a Wednesday morning!
Here's the way we sprinkle our clothes,
Sprinkle our clothes, sprinkle our clothes,
So early a Wednesday morning!

All around the mulberry bush,
Mulberry bush, mulberry bush,
So early a Thursday morning!
Here's the way we iron our clothes,
Iron our clothes, iron our clothes,
So early a Thursday morning!

All around the mulberry bush,
Mulberry bush, mulberry bush,
So early a Friday morning!
Here's the way we eat our fish,
Eat our fish, eat our fish,
So early a Friday morning!

All around the mulberry bush,
Mulberry bush, mulberry bush,
So early a Saturday morning!
Here's the way we scrub our floor,
Scrub our floor, scrub our floor,
So early a Saturday morning!

All around the mulberry bush,
Mulberry bush, mulberry bush,
So early a Sunday morning!
Here's the way we go to church,
Go to church, go to church,
So early a Sunday morning!

All around the mulberry bush,
Mulberry bush, mulberry bush,
So early a Sunday morning!
Here's the way we come back from church,
Back from church, back from church,
So early a Sunday morning!

—Primary Education.

WHAT CAN A LITTLE CHAP DO?

What can a little chap do
For his country and for you?
What can a little chap do?

He can play a straight game all through;
That's one good thing he can do.

He can fight like a knight
For the truth and the right;
That's another good thing he can do.

He can shun all that's mean;
He can keep himself clean,
Both without and within;
That's another good thing he can do.

His soul he can brace
Against everything base,
And the trace will be seen
All his life in his face;
That's an excellent thing he can do.

He can look to the light
He can keep his thought white,
He can fight the great fight,
He can do with his might
What is good in God's sight;
Those are great things he can do.

Though his years be but few,
If he keeps himself true
He can march in the queue
Of the good and the great,
Who battled with fate
And won through;
That's a wonderful thing he can do.

And in each little thing
He can follow the King—
Yes, in each smallest thing
He can follow the King—
He can follow the Christ, the King.
—John Oxenham, in *Advance*.

LET SOMETHING GOOD BE SAID.

When over the fair fame of friend or foe
The shadows of disgrace shall fall; instead
Of words of blame, or proof of thus and so,
Let something good be said.

Forget not that no fellow-being yet
May fall so low but love may lift his head;
Even the cheek of shame with tears is wet,
If something good is said.
No generous heart may vainly turn aside
In ways of sympathy; no soul so dead
But may awaken strong and glorified,
If something good be said.

And so I charge ye, by the thorny crown,
And by the cross on which the Savior bled,
And by your own soul's fair renown,
Let something good be said.

—James Whitecomb Riley.

THE MOO-COW-MOO.

My pa held me up to the moo-cow-moo
 So clost I could almost touch,
 En I fed him a couple of times, or two,
 En I wasn't a fraid-cat much.

But ef my papa goes into the house,
 En mamma, she goes in, too,
 I just keep still like a little mouse,
 For the moo-cow-moo might moo!

The moo-cow-moo's got a tail like a rope,
 En it's raveled down where it grows,
 En it's just like feeling a piece of soap
 All over the moo-cow's nose.

En the moo-cow-moo has lots of fun
 Just swinging its tail about;
 En he opens his mouth and then I run—
 'Cause that's where the moo comes out.

En the moo-cow-moo's got deers on his head,
 En his eyes stick out o' their place,
 En the nose o' the moo-cow-moo is spread
 All over the end of his face.

—Edmund Vance Cooke.

LIFE'S MIRROR.

There are loyal hearts, there are spirits brave,
 There are souls that are pure and true;
 Then give to the world the best you have,
 And the best will come back to you.

Give love, and love to your life will flow,
 A strength in your utmost need;
 Have faith, and a score of hearts will show
 Their faith in your word and deed.

Give truth, and your gift will be paid in kind,
 And honor will honor meet;
 And a smile that is sweet will surely find
 A smile that is just as sweet.

For life is the mirror of king and slave,
 'Tis just what we are and do;
 Then give to the world the best you have,
 And the best will come back to you.

—Madeline S. Bridges.

A HISTORY OF "NATIONAL AIRS."

Mrs. Mary G. Eastman, Pontiac, Mich.

Why should "America" be called the national tune of the United States? It is probably no more entitled to this distinction than any one of several others.

The air of Yankee Doodle is claimed by several nations. It was sung in England in the reign of Charles I to a nursery rhyme.

Yankee Doodle came to town
 Upon a Kentish pony;
 He stuek a feather in his hat
 And called it Macaroni.

After the uprising of Cromwell against Charles, the air was sung by the Cavaliers in ridicule of Cromwell, who was said to have ridden into Oxford on a small horse, with his single plume fastened in a sort of knot, which was derisively called "macaroni."

General Braddock was assembling the colonists

near Albany, and their singular appearance excited mirth among the well trained British regulars. One writer says of them: "Some with long coats, some with short coats, and some with no coats at all." Dr. Schackburg, a British surgeon, wrote out Yankee Doodle and recommended it to the new officers as one of the most celebrated airs of martial music. It was a prophetic piece of fun, and its significance became apparent twenty-five years later, when to the tune of Yankee Doodle Cornwallis marched into the lines of these same old Continentals to surrender his army and his sword.

The history of The Star-Spangled Banner is interesting. Dr. Beanee was held on board a British vessel as a prisoner during the bombardment of Fort McHenry, near Baltimore, in September, 1814. His friend, Francis S. Key, visited the ship to obtain Beanee's release and was detained on board until the firing ceased. During the night he composed the song and wrote it on the back of an old letter.

Among all of our so-called national songs, The Star-Spangled Banner seems to have had the most dramatic origin.

Hail Columbia is older. It was written in 1798 by Joseph Hopkinson in response to the urgent request of a theater manager, who wanted something stirring and "patriotic" to use as an attraction to fill the house.

"America" is an imitation of "God Save the King" and the same tune is the national air of Germany and of Austria. It was probably adapted from the Domine Salvum of the Catholic church. Dr. John Bull, organist in Queen Elizabeth's chapel, is said to have composed the words. The words are changed from time to time to make them applicable to different monarchs. The German "Heil dir im Siegerkranz," and the "Gott erhalte Franz den Kaiser" of Austria are modified forms of the same hymn.

Early in the Civil War, Julia Ward Howe visited Washington in company with James Freeman Clarke, and was deeply impressed with what she saw of the preparations for war and the camp life of the soldiers. This inspired her to write "The Battle Hymn of the Republican."

"Home, Sweet Home" might fairly be called a national song. It was written by an American who had no home. It probably touches the hearts of more people than does any one of those above noted.

In the spring of 1863 two great armies were encamped on either side of the Rappahannock, one in blue, the other in gray. One evening, as twilight fell, the bands on the Union side began to play "The Star Spangled Banner," and "Rally Round the Flag Boys," and the challenge of music was taken up by those on the other side, who responded with the "Bonnie Blue Flag," and "Away Down South in Dixie." It was borne in upon the soul of a single soldier in one of those army bands to begin a sweeter and more tender air, and slowly, as he played it, they joined in a sort of chorus of all the instruments upon the Union side, until finally a mighty tide of harmony swelled up and down our army—"Home, Sweet Home."

When they had finished there was no challenge yonder, for every band upon the farther shore had taken up the lovely air, so attuned to all that is holiest and dearest, and the two great hosts joined in one chorus.—American Journal of Education.

School Room Methods and Devices.

FIVE SHORT LESSONS IN THE USE OF WORDS

I.

LIE AND LAY.

The words lie, lies, lay, lying, and lain refer to being in a certain position, while the words lay, lays, laid and laying refer to putting into that position. The word lay is in both groups. When it refers to being in a certain position, it expresses past time. When it refers to putting into that position, it expresses present time or any time. Notice the use of these words in the following sentences:

Th mother lies down; she lays the child down.

The mother lies down; she lays the child down. there ever since.

She is laying the apples in a row ;they are lying in a row.

Lay the book here. The eat lay here.

The book will lie here until you pick it up.

Fill blanks in the following sentences with the words just explained:

1. — down, Rover.
2. The dog — by the fire every night.
3. He is — there now.
4. I — there then.
5. You — there then.
6. He — there then.
7. They — there then.
8. I have — there.
9. You have — there.
10. He has — there.
11. They have — there.
12. — the book there.
13. I now — the book here.
14. I have — the book here.
15. She has — the book here.
16. You have — the book here.
17. She is — the apples in a row.
18. The dog — by the fire all night.
19. He must have — there all night.
20. Let the book — where it is.
21. She — the child on the bed.
22. Don't — down after supper.
23. The wounded men—where they fell.
24. They are — papers over the plants.
25. — down and rest.
26. I have — down an hour.
27. Rover likes to — by the fire.

Read these sentences many times. Write questions whose answers must contain the words you have just been studying.

II.

SIT AND SET.

Sit, sat and sitting refer to being in a certain position. Set and setting refer to putting something into that position. They are also used in speaking of the sun and moon. They then mean to sink or settle.

Fill blanks in the following sentences:

1. — here and rest.
2. She — here an hour.
3. — the lamp on the table.
4. She is — a hen.
5. The hen is —.

6. The sun — at six o'clock now.
7. I will — with you for an hour.
8. I have — the pitcher in the ice-box.
9. Please — here.
10. I am — by the ocean.
11. She is — some plants out.

Read these sentences many times. Write questions whose answers call for words just studied.

III.

RISE AND RAISE.

Rise, rose, rising, and risen refer to moving from a lower position to a higher. Raise, raised, and raising refer to causing to rise.

Fill these blanks with the words just explained:

1. The moon — at seven o'clock.
2. He — the window after the storm.
3. Bread — quickly in warm weather.
4. The price of potatoes has —.
5. He — his kite and the kite —.
6. They are — the roof of the house.
7. The sun is —.
8. The bread has not — enough.

IV.

TO AND AT.

We should not say a person is to school or to home. To suggests a stopping place. We may say He went to school; but we should say He is at school or in school.

V.

STOP AND STAY.

Stop means to cease from action. It does not mean to remain, to stay. We should not say He stops at the hotel, but He stays (or lives) at the hotel.

Fill blanks with stop, stay, or stayed.

1. We — at the spring to drink, but did not — long.
2. She — at my house two days.
3. — when you reach the corner.
4. I will — with you as long as you need me.
5. Do not — away long.

—Chestine Gowdy in School News.



WHAT HAPPENED NEXT?

By Aliee E. Allen.

The little unfinished stories of this series are to be read or told to the children. Then let them tell, in their own way, the rest of the story.

A MARCH FAIRY TALE.

Deep underground is a palace where the flower-folks live all winter. One morning, a number of them woke up all together. They were very much excited. It did seem that perhaps they had overslept a little, and that spring and sunshine and maybe a bird or two might be waiting for them above ground. Some of the hardest grass blades had hurried up, it was discovered, and hadn't returned. Maybe it was time for the flowers. Crocus was quite sure the arch wind was blowing; Mayflower knew the snow was melting in the pine woods, and Violet felt in her heart that the Bluebird had come and wanted her. Of course, these might have been

bits of left-over dreams, but they seemed real enough.

The flower-folks called a meeting in the court of the palace. Jack-in-the-Pulpit presided, and the Adder's Tongues just flew—they were so eager. But all being flower-folks, everything was sweet and happy. Flower-folks are never anything else, you know. And it was decided, then and there, that somebody must go up and find out about things. The others would get all ready. If she didn't come back, they would march right along to earth. If she did come back, they would go to sleep and dream awhile longer.

Bright and early the next morning, one of the flower-folks started.

(Now, tell me which one it was. But first, there should be something about the Flower-folks' underground palace and the snug little beds where they dream, and what they dream. Then tell the names of at least five flower-folks, besides those I've named, who might be waking up so early. Now you're ready to tell about the Flower who went to find the spring. What was her name? Why was she chosen from all the others? What did she do to make herself ready to go? What kind of a world did she find? Who met her? And what happened next? Something funny? Something glad? I'm sure it was nothing sad. Did the Flower stay above ground? If so, where did she live? And tell all about the march of the rest of the blossoms to earth. If she went back, what happened underground?

Tell the prettiest fairy-tale you can.

—Primary Education.

HINTS ON TEACHING READING.

I.

In all reading lessons, words selected for spelling should be spelled before the lesson is read, not after. Plowing precedes planting. Preparation should precede recitation. The naming, the spelling and the defining of the words are merely different steps in the preparation of the lesson. When the lesson is assigned, the words should be spelled, and, if definitions are required, defined. This should all be done by the pupils with open books in hand, or in other words the spelling and defining should be done "on the book" in the assignment of the lesson. This work may be done "off the book" in the recitation.

II.

Have a number of supplementary books containing live and interesting selections. Let one of the pupils take this book home for "silent reading" and next day read selected lessons to the class. Reading begins to assume a new importance and it is looked upon as an accomplishment for one's self. Occasionally choose some child to be reading teacher. Diversions of this kind may be used as an incentive to children who pay attention and avoid misreading of little words, haste, carelessness and other defects met in reading classes.

III.

Very many of the lessons that pupils study and recite in the school room can be made much better if they have access to reference and library books. One of the duties of the teacher is to know where the pupils may find something in addition to that given in the text and to suggest the same to the

pupils, not only the book but the pages on which such additional information may be found. This will enable the pupils to read more widely and to secure a deeper insight into the subjects studied. It means more work for the teacher of course, but it pays large dividends for the effort. There should be daily and hourly use made of library reference books, supplementary readers, etc.

SIMPLE GEOGRAPHY QUESTIONS THAT PRIMARY CHILDREN SHOULD BE ABLE TO ANSWER.

1. In what direction is the teacher's desk from the clock?
2. Draw a diagram of the school room floor.
3. In what city (or town) do you live?
4. On what street do you live?
5. On which side of the street do you live?
6. Which way does your front door face?
- Which direction on your street do you go in coming to school?
8. On what street is the schoolhouse?
9. In what direction from the schoolhouse is the nearest church?
10. Draw a map of the school-yard.
11. Name some officer in your city (or town).
12. On what street is the postoffice?
13. Name the principal street in your city (or town) and tell its direction.

STUDY THE MOSQUITO.

Do you know

That the male mosquito does not bite?

That the mosquito does not generate malaria?

That the mosquito catches malaria by biting a person having malaria?

That you may catch it when she bites you?

Malaria is not bad air but bad mosquitoes.

Not all mosquitoes are bad, but none of them are good, so give them no quarter.

Don't chase the mosquito.

You can't make him leave home.

But he'll go when he has no home.

Remove the water and you'll remove his home.

The Remedy.

Assassination—

Did you ever chase a mosquito around the room for an hour and finally allow yourself to be sung to sleep?

When 16,800 come from a rain barrel and 800 from a tomato can in one week, what chance have you if you swat the mosquito individually?

Massacre—

A mosquito is a fish before it is a mosquito.

When you find a puddle full of wrigglers, kill them before they turn into mosquitoes.

A wriggler breathes through his tail, and oil on the surface of the water will choke him to death.

If you find the puddles and keep them covered with oil it means death to the mosquito.

—American Journal of Education.

It was the small savings of her citizens that enabled France, at the end of the Franco-Prussian War, to pay, at once, in cash, the billion-dollar indemnity imposed, thus saving herself from bankruptcy.—MacGregor's Book of Thrift.

NORTH CAROLINA COUNTIES AND FOR WHOM THEY ARE NAMED

The teachers of the State should become acquainted with the North Carolina Hall of History. Col. Fred A. Olds has erected a monument to himself by his unselfish labors in collecting portraits of persons for whom the counties of North Carolina were named, and relies that preserve much of the forgotten history of the State. The Hall of History is one of the most interesting places to visit in Raleigh. College students, high school students and teachers should visit it. More history of the State can be acquired in one hour's visit than in any other way.

Few people know the origin of the name of the counties in which they live. Below are given a list of the counties and origin of their names.

The star to the left of the county indicates that the picture of the person for whom the county was named is on view in the collection.

It seems that it will be impossible to get the pictures of sixteen as no portraits appear to have been made. These are Col. Waighstil Avery; Brothers Bertie of England, who were among the Lords proprietors; Gov. Burke; Gov. Richard Caswell; Eleanor Dare; Gov. Edward Hyde; Cornelius Harnett; Edward Buncombe; Col. Benjamin Cleveland; Col. Benjamin Forsyth; Gen. Thomas Person; Col. Thomas Robeson; Matthew Rowan; Col. John Sampson and Nathaniel Macon.

Information regarding missing pictures desired will be of special value just now to the Hall of History.

Other missing pictures desired are those of Stephen Cabarrus, Dr. Joseph Caldwell, Gen. William Lee Davidson, Earl of Duplin, Gen. William Lenoir, the Earl of Northampton, Gen. William D. Pender, Gen. Griffith Rutherford, Col. John Stanly, Sir John Tyrrell, John Wilkes, Louis D. Wilson and Bartlett Yancey.

Origin of the county names:

Alamance, Indian; from Anamonsi; meaning unknown.

Alexander, William Julius Alexander.

Alleghany, Indian; Delaware word Allegiwi; name of an ancient Delaware tribe.

*Anson, Admiral Lord Anson.

*Ashe, Col. John Baptist Ashe.

Avery, Col. Waighstill Avery.

*Beaufort, Duke of Beaufort.

Bertie, The Brothers Bertie Lords Proprietors.

Bladen, Martin Bladen of the Board of Colonial Affairs.

*Brunswick, The House of Brunswick; King George I.

Buncombe, Col. Edward Buncombe.

Burke, Gov. Burke.

Cabarrus, Stephen Cabarrus.

Caldwell, Joseph Caldwell, first president University of North Carolina.

*Camden, Earl of Camden.

*Carteret, Sir John Carteret afterwards Earl Granville.

Caswell, Gov. Richard Caswell.

Catawba, Indian; meaning separated or set apart; once a part of the Cherokees.

*Chatham, William Pitt Earl of Chatham.

Cherokee, Indian; meaning Cave People, because of the mountain caves.

Chowan, Indian; meaning They of the South, or Southerners; from the word Chowanise.

*Clay, Henry Clay of Kentucky.

Cleveland, Col. Benjamin Cleveland.

*Columbus, Christopher Columbus.

*Craven, Earl of Craven.

*Cumberland Duke of Cumberland.

Currituck, Indian; meaning unknown; from an Algonquin language.

Dare, Eleanor Dare, born on Roanoke Island; the first white child of English parents in America.

Davidson, Gen. Wm. Lee Davidson.

Davie Gen. William R. Davie.

Duplin, Earl of Duplin.

Durham, for a family named Durham; local.

*Edgecombe, Lord Edgecombe.

Forsyth, Col. Benjamin Forsyth.

*Franklin, Benjamin Franklin.

*Gaston, William Gaston.

*Gates, Gen. Horatia Gates.

*Graham, Gov. Wm. A. Graham.

*Granville, Earl Granville.

*Greene, Gen. Nathaniel Greene.

*Guilford, Earl of Guilford.

*Halifax, Marquis of Halifax.

Harnett, Cornelius Harnett.

*Haywood, John Haywood, State Treasurer.

Henderson, Leonard Henderson, Chief Justice.

*Hertford, Earl of Hertford.

*Hoke, Gen. Robert F. Hoke.

Hyde, Gov. Edward Hyde.

*Iredell, James Iredell.

*Jackson, President Andrew Jackson.

*Johnston, Gov. Gabriel Johnston.

*Jones, Willie Jones.

*Lee, Gen. Robt. E. Lee.

Lenoir, Gen. William Lenoir.

*Lincoln, Gen. Benjamin Lincoln.

Macon, Nathaniel Macon.

*Madison, President James Madison.

*Martin, Gov. Josiah Martin.

*McDowell, Col. Joseph McDowell.

*Mecklenburg, Queen Charlotte, Princess of Mecklenburg.

*Mitchell, Prof. Elisha Mitchell of the University of North Carolina.

*Montgomery Gen. Richard Montgomery.

*Moore, Alfred Moore.

*Nash, Gen. Abner Nash.

*New Hanover, The House of Hanover, King George I.

Northampton, Earl of Northampton.

*Onslow, Arthur Onslow, Speaker British House of Commons.

*Orange, The House of Orange; King William of Orange.

Pamlico, Indian.

Pasquotank, Indian.

Pender, Gen. William D. Pender.

Perquimans, Indian; meaning unknown; from some Algonquin language.

Person, Gen. Thomas Person.

*Pitt, William Pitt, Earl of Chatham.

*Polk, Col. William Polk.

*Randolph, Peyton Randolph, of Virginia.

*Richmond, Duke of Richmond.

Robeson, Col. Thomas Robeson.

*Rockingham—Marquis of Rockingham.
 Rowan, Matthew Rowan.
 Rutherford, Gen. Griffith Rutherford.
 Sampson, Col. John Sampson.
 Scotland, For Scotland in Great Britain.
 *Stanly, John Stanly.
 Stokes, Col. John Stokes.
 *Surry, Earl of Surry.
 *Swain, Gov. David L. Swain.
 Transylvania, Across the Woods.
 Tyrrell, Sir John Tyrrell.
 Union, For the Union of the States.
 *Vance Gov. Zebulon B. Vance.
 Wake, Margaret Wake, wife of Gov. Tryon.
 *Warren, Gen. Joseph Warren.
 *Washington, George Washington.
 Watauga, Indian; properly spelled Watagi;
 meaning unknown.
 *Wayne, Gov. Anthony Wayne.
 Wilkes, John Wilkes.
 Wilson, Louise D. Wilson, of Edgecombe.
 Yadkin, Indian; old form Reatkin, from the Ca-
 tawba; meaning unknown.
 Yancey, Bartlett Yancey.

A TEST EXERCISE.

Divide the class into two competitive groups,
 after the style of the old-fashioned spelling match,
 and try the following:

Who wrote—

The Declaration of Independence?
 Les Misérables?
 The Emancipation Proclamation?
 Evangeline?
 Franklin's Autobiography?
 Ivanhoe?
 Innocents Abroad?
 Pilgrim's Progress?
 Hamlet?
 In Memoriam?

Give the name of—

The living Ex-Presidents of the United States.
 The governor of your State.
 Two great universities and their presidents.
 Two of the Balkan States.
 Three trans-continental railroads.
 Ten States in which women vote.
 The three largest American cities.
 Four existing political parties.
 Two former political parties now dead.
 Three famous canals.

Distinguish between—

Invent and discover.
 Revolve and rotate.
 Appoint and elect.
 Rebellion and revolution.
 Optician and oculist.
 Artist and artisan.
 Bird and fowl.
 Tory and democrat.
 Pessimist and optimist.
 An army and a mob.

Locate—

The Suez Canal.
 Independence Hall.
 Pike's Peak.
 The Giant's Causeway.
 The Maelstrom.
 The Panama Canal.

The "Over Seas Railway."
 Mt. Vernon.
 Mt. Shasta.
 The Mason and Dixon Line.
 The Thousand Islands.
 The Mammoth Cave.
 The Yellowstone National Park.
 State an important fact about—
 King John of England.
 Colonel Goethals.
 Marconi.
 Julius Caesar.
 Captain Kidd.
 John D. Rockefeller.
 Sun Yat Sen.
 John Smith of Virginia.
 Robert M. LaFollete.
 Brigham Young.
 John Milton.
 Champ Clark.
 Horace Greeley.
 Benjamin Franklin.
 Aaron Burr.
 Give the date of—
 The Magna Charta.
 The Declaration of Independence.
 The laying of the first oceanic cable.
 The adoption of the Federal constitution.
 The admission of your State.—The Western
 Teacher.

ONE HUNDRED TROUBLESOME WORDS.

How many teachers in the institute can spell these
 words? They are all common words. Try them.

which	though	says
their	coming	having
there	early	just
separate	instead	doctor
don't	easy	whether
meant	through	believe
business	every	knew
many	they	laid
friend	half	tear
some	break	choose
been	buy	tired
since	again	grammar
used	very	minute
always	none	any
where	week	much
women	often	beginning
done	whole	blue
seems	hear	won't
Tuesday	here	cough
wear	write	piece
answer	writing	ache
two	heard	said
too	does	read
ready	once	hoarse
forty	would	shoes
hour	can't	tonight
trouble	sure	wrote
among	loose	enough
busy	lose	truly
built	Wednesday	sugar
color	country	straight
making	February	
dear	know	
guess	could	

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Do not forget that no numbers of **North Carolina Education** are published for the vacation months of July and August. The next issue will be the September number.

The season of the year has come when teachers should make preparation for another year's work. The institute and the summer school are convenient to all teachers. There is no excuse for poor preparation.

The business men of North Wilkesboro presented Supt. W. G. Gaston a gold watch as an appreciation of his services during the past year. This is Mr. Gaston's first year in North Wilkesboro and his success has been marked.

When you renew your subscription, be sure to remember to order also that copy of **North Carolina Poems** you have been intending to get. Only about forty copies are now left. The cloth bound copies are \$1.00, the paper bound 50 cents. The editions are the same except in binding.

Superintendent Thornwell Haynes, of High Point, says that the most serious trouble at present affecting the annual State high school debates is the fact that the high school pupils do not write their own debates. He says, "I have heard pupils debate who no more understood what they were saying than a parrot understands the charms of Shakespeare."

Mr. J. E. Redfern who has been principal of the Walkertown high school for the past year, becomes principal of the China Grove high school and the Rowan Farm Life School. Mr. Redfern has had one of the most progressive high schools in piedmont Carolina. His girls became the champion spellers of the State and in the county commencement his school won a number of prizes as follows: The declaimer's medal, the best compositor, the basketball championship, the best industrial map of

North Carolina, two prizes in geography, the best school exhibit, and defeated Clemmons in the triangular debate.

THE BOOK ADOPTION.

The time has come to talk of many things, and the least of these is not the text-book adoption. The State Board of Education is advertising for bids, and a new text-book commission will be announced about June 1. The last commission gave the State a good list of books, and the use of them has been satisfactory in the main. There is little demand for any great change. The most of the basal books should be retained. The language book could and should be improved. The Primary history ought to be changed; one series of spelling books should be adopted, and a new text-book on Agriculture should be selected. If the new Commission will make improvements at these weak points, the list of text-books will be strengthened, there will be little cause for complaint, and the politicians will have no sorrowful tale to tell. The Commission might enrich the reading course by giving a little more latitude in the use of supplementary books, and by adding a few more such books to the list.

PRESIDENT MARY O. GRAHAM.

Miss Mary O. Graham, of Charlotte, has accepted the Presidency of Peace Institute, succeeding Dr. George J. Ramsey who recently resigned on account of ill health.

No educator in North Carolina is better equipped by training and experience to administer the affairs of such a college for women than is Miss Graham. She has proven her executive ability in many ways. As teacher in the Charlotte Graded Schools, as supervising teacher in the Training School of the Normal and Industrial College, as Assistant Superintendent of Public Instruction of Mecklenburg County she has exhibited rare ability and impressed her personality upon the teaching profession of the State. No woman in North Carolina has been so highly honored by the teaching profession as Miss Graham has. She was twice president of the North Carolina Primary Teachers' Association, and in 1914 received the high honor of being elevated to the Presidency of the State Teachers' Assembly and she is the only woman to hold that high office in North Carolina. Peace Institute should prosper under Miss Graham's administration.

Have you ever yet ordered the copy you wanted of **North Carolina Poems**, edited by E. C. Brooks? Only about forty copies are now left. Send your order to **North Carolina Education**, Raleigh, N. C. While the supply lasts the paper bound edition will be sent postpaid for 50 cents and the cloth bound for \$1.00.

PROF. W. C. RIDDICK PRESIDENT OF A. & M. COLLEGE.

The new President of the North Carolina Agricultural and Mechanical College is Professor Wallace C. Riddick, for twenty-four years Professor of Civil Engineering in the College and for the last seven years its Vice-President. He was unanimously elected by the Board of Trustees Tuesday afternoon, May 30, after twenty-two ballots, thus closing what had been a matter of more than State-wide interest since the resignation of President Hill several months ago.

President Riddick is a native of Wake County, born in 1864. His elementary education was received at Forestville, three years of his college course was taken at Wake Forest, the fourth at the University of North Carolina, of which he was a graduate in the class of 1885. After teaching two years, he entered Lehigh University, where in 1890 he took his degree in civil engineering. Two years later he was elected a member of the Faculty of the Agricultural and Mechanical College, which relation he has held uninterruptedly to the present time.

Speaking of the new president, Senator O. Max Gardner, an alumnus and a member of the Board of Trustees, handsomely expressed the sentiments of Professor Riddick's friends when he said:

"He is an able executive, intensely interested in every phase of college work, knows what the college has done in the past, and what it ought to do in the future; is a man of broad vision, thoroughly familiar with the traditions and ambitions of the institution, intimately acquainted with the character of the young men who compose the student body, and, above and beyond this, is a practical man without frills and is blessed with conspicuous common sense. Professor Riddick will give to the State and to the A. & M. College a magnificent administration."

THE PAGEANT GIVEN BY EDGEcombe COUNTY SCHOOLS.

The schools of Edgecombe County gave a unique entertainment at the Commencement in April. They presented a grand pageant, representing the early history of North Carolina from the landing at Roanoke Island to the close of the Revolution.

First came the Indians, all costumed, who did their part well. Then followed the other schools of the county as follows: First English expedition, visit of Indians to the English, first white child, the pioneers of our country, land bought from the Indians, Charles II granting the land of the Carolinas to the eight lords proprietors, Governor Berkeley of Virginia giving the first commission to our first Governor, William Drummond, the first assembly, first religious meeting, the Quakers, the Swiss colony, early life in North Carolina, the German colony, the Scotch colony, the Moravians, Daniel Boone, war with the Cherokee Indians, Revolutionary War period, war messengers, Edenton tea party, Mecklenburg Declaration of Independence, Halifax convention, celebration of independence, off for the "grand army," recruits leaving home, close of the revolution, soldiers returning home, and Washington's visit to Tarboro.

ARBOR DAY AT MORGANTON.

Arbor Day, as it was observed by the Morganton schools, is of permanent value to the community. The Morganton News-Herald says:

As this was the first time in the history of the school that Arbor Day has been observed it will probably be remembered with greater interest than similar observances in the future. The occasion was really a tree-planting day, as sixteen beautiful young shade trees were planted on the school grounds to afford protection to the children from the rays of the summer's sun as well as to lend a charm to the surroundings of an educational institution. Most of these trees were purchased from a near-by nursery but two yellow maples and three magnolias were presented to the school by Miss Zalie Henderson. The exercises conducted were in keeping with the occasion, and the trees, were christened and dedicated by the various classes of the school.

The exercises in the auditorium were held at eleven o'clock and consisted of stories pertaining to trees and flowers, arbor days and their history, patriotic songs and recitations. At the conclusion of these exercises the entire school of more than seven hundred and fifty children marched in order to the grounds where the young trees were planted, christened and dedicated.

THE PLACE OF RELIGION IN EDUCATION.

The National Education Association has published a monograph on the "Essential Place of Religion in Education." The monograph contains the essays presented in a prize contest for the best thesis on the "Essential Place of Religion in Education" with an outline of a plan for introducing religious teaching into the public schools. A resident of California offered a prize of \$1,000 for the best essay on this subject, and the committee of judges appointed by the National Education Association awarded the first prize to Charles E. Rugh, professor of education in the University of California. Besides the paper by Professor Rugh, the booklet contains the essays of Laura H. Wild, of Lake Erie College; Frances Virginia Frisbie, of the Wilkes-Barre High School; Clarence Reed, Unitarian minister, Palo Alto, Cal., and Anna B. West, Newburyport Mass. While these papers do not solve the problem of religion in the schools, they are interesting and well worth a careful study. Copies of the monograph may be secured from Sec'y D. W. Springer, Ann Arbor, Mich., at the rate of thirty cents each. It is not the intention to make a profit from the sale of these books and, if a surplus does result, it will be used for further investigation in the subject.

News and Comment About Books

NOTES AND COMMENT.

An exceptional welcome in the form of college and university adoptions has been won by Prof. James A. Winans's "Public Speaking," which was favorably appraised in this department last month. The Century Company, New York, has just announced its addition to their list. It was originally published by the Sewell Publishing Company at Ithaca.

¶ ¶ ¶

"How to Figure Fast" is the title of a 60-page booklet by Mr. C. W. Prewett, sold at \$1.10, postpaid, by E. C. Robertson, Houston, Texas. It is packed full of boiled-down shortcuts in figures—interesting and helpful. Good for teachers of arithmetic. Some of the methods for acquiring ease and speed are astonishingly simple.

¶ ¶ ¶

How closely allied are sentimental and practical things in fostering a healthy community spirit, one may in some degree understand by reading a fine little book called "The Child," by Mr. H. W. Collingwood, editor of The Rural New-Yorker. Writing of it last fall, Editor E. E. Miller said in the Southern Agriculturist, "I wish it could be read this winter in family circles and reading clubs all over the agricultural sections of the South."

¶ ¶ ¶

With the cost of living higher than ever before, there is wisdom and too often necessity in practicing rigid economy in spending. Housekeepers who have the task of making the monthly salary go a long ways should be interested in a little 50-cent book published by Harper & Brothers, New York. It is entitled "A-B-C of Home Saving" by Lissie C. Farmer, and is devoted to "Thrift in the Kitchen," "Economical Household Buying" and other ways of cutting down expenses. Even the steam from the tea-kettle, says the author, should not be allowed to go to waste.

¶ ¶ ¶

A bright little pamphlet devoted to enlargement of interest in studying the ancient classics in school bears the catchy title of "Arguing With Bob." It is published by the Classical Association of the Middle West and South and is sent out by the Publicity Committee, 11 Hall of Liberal Arts, Iowa City. The price is one cent a copy and some orders have called for as many as 400 copies. A third edition, making a total of 25,000 copies has been issued, and the committee is now issuing a second pamphlet under the title of "Bob Starts for College."

Agriculture is not only an occupation; it is also a mode of life. This is made clear in Sanford's *The Story of Agriculture in the United States* just published by D. C. Heath & Company, Boston. From the earliest settlements to the end of the Civil War, the manner of life of the great farming class is made as prominent as the methods and problems of agriculture. The text, maps, illustrations—all will be found singularly interesting by the live teacher of history or agriculture.

¶ ¶ ¶

In connection with Farnham Bishop's "The Story of the Submarine" (Century Company, New York), two rather surprising statements are published. One is that about the time the Pilgrims landed at Plymouth Rock the first under-sea craft was put through its trials in the River Thames and that, according to a chronicler of that time, the King himself took a trip in one of the trials in which the vessel was submerged for several hours at a depth of twelve to fifteen feet below the surface. The other surprising statement is that the first under-sea destroyer to sink a hostile warship without also sinking herself was the E-9 of the British navy, which in September, 1914, blew up the German cruiser "Hela" in Heligoland Bight.

¶ ¶ ¶

An interesting missionary enterprise has been undertaken by Mr. E. Parmalee Prentice, an Amherst man now practicing law in New York. He is not fascinated by the thought that boys preparing for college in Latin are sentenced to four years of hard labor on an amount of Latin text that is about equivalent to a hundred pages of Harper's Monthly! He believes the scheme is wrong, the return inadequate for the outlay of time and labor. His remedy is to teach Latin as a language, more as modern languages are taught, his claim being that the secret of language learning is familiar use. To facilitate such familiar use and a practical testing of his theory, Mr. Prentice has published some Latin translations of modern stories like "The King of the Golden River" and Burton Stevenson's "Mystery of the Boule Cabinet," noticed elsewhere in this department. A report of results from a full and fair four years' test of Mr. Prentice's method would be interesting.

Do not forget that North Carolina Education is not published during the vacation months of July and August.

BOOK REVIEWS.

PEDAGOGICAL.

Kindergarten Theory and Practice. By Nora Atwood, Riverside Educational Monographs. Cloth, 185 pages. Price 60 cents net. Houghton Mifflin Company, Boston, Mass.

A valuable guide for the young kindergartener, clarifying, informing. Essentials of theory and practice given in readable presentation.

Natural Education. By Winifred Sackville Stoner. Childhood and youth series. Cloth, 295 pages. Price, \$1.00 net. Bobbs-Merrill Company, Indianapolis, Ind.

An account of the methods of teaching by play used by the mother in the education of her daughter, Winifred, Jr., a child of remarkable physical and mental development. Mrs. Stoner points out that her extraordinary success was achieved by following "the laws of a natural education." A book that has attracted attention widely among educators.

The High-School Age. By Irving King, College of Education, University of Iowa. Childhood and youth series. Edited by M. V. O'Shea. Cloth, 233 pages. Price, \$1.00, net. Bobbs-Merrill Company, Indianapolis, Ind.

Deals with the physical changes in the early adolescent ages of boys and girls, presenting results of modern investigation. Discusses development of fundamental impulses in both boys and girls and the resulting educational problems, also health, conservation of energy, and increased efficiency in school work.

Psychology of the Common Branches. By Frank Nugent Freeman, Ph.D., Assistant Professor of Educational Psychology, University of Chicago. Riverside Text-Books in Education. Cloth, 275 pages. Price, \$1.25, net. Houghton, Mifflin Company, Boston, Mass.

A book that would not have been possible ten years ago, says the editor, so rapid has been progress in experimental education. It is a presentation in simple and, so far as practicable, in nontechnical form of the "psychological principles underlying the most effective instruction" in the subjects taught in elementary schools, such as writing, drawing, reading, music, spelling, history, geography, mathematics and natural science.

How to Know Your Child. By Miriam Finn Scott. Cloth, 316 pages. Price, \$1.25, net. Little, Brown and Company, Boston, Mass.

A book for mothers—and fathers. An effort "to interpret children to

their parents." Some of the chapter titles are "When Faults Are Virtues," "Unspoiling the Spoiled Child," "A New Vision of Play," "Your Children's Clothes," "Fathers and Children," and "How to Know Yourself." The author's life-time specialty has been the study and management of children, she having had daily charge, when a mere girl, of a thousand children on the first roof-garden playground in New York City. And her aim, as she states it, is "to tell mothers and fathers what children have told me."

GRAMMAR AND COMPOSITION.

Higher Lessons in English. By Alonzo Reed, A.M., and Brainerd Kellogg, LL. D. Large type edition. Cloth, 442 pages. Price, 70 cents. Charles E. Merrill & Company, New York.

An attractive edition in larger type of a work that has had great favor for a generation. Makes a sane and helpful use of the diagram in the analysis of sentences, has clear and easily understood definitions and rules, has simple models for parsing, makes English grammar interesting and learnable.

A Text-Book on Rhetoric. For use in High Schools and Academies and in the Lower Classes of Colleges. By Brainerd Kellogg, LL. D., Cloth, 345 pages. Price, \$1.00. Charles E. Merrill & Company, New York.

This "new and improved edition" was issued after the original edition had been widely used for a dozen years. It is the work of a scholarly teacher steeped in the things to be taught, enthusiastic in his love of the subject, and gifted in making it fascinating to younger minds. A practical book, charming in exposition and discussion of principles, and affluent in furnishing extracts for critical study and providing practice in actual composition.

A Working Grammar of the English Language. By James C. Fernald, L.H.D., Editor of the Students' Standard Dictionary, Author of English Synonyms, Antonyms, and Prepositions, Connectives of English Speech, etc. Fourth Edition Revised. Cloth, 333 pages. Price, \$1.50, net; postpaid, \$1.64. Funk & Wagnalls Company, New York and London.

As an English grammar made expressly to work with, this book of Dr. Fernald's is a supreme achievement—supreme in simplicity, in thoroughness, and in common sense. It is so simple that the ordinarily intelligent youth who has had no training in the intricacies of technical grammar may learn from it whether his English is correct or not and understand how to be his own critic; it is

so thorough that trained students will find their grammatical difficulties cleared up and made plain; it is so sensible that one grasps the reason and the rule easily as matters devoid of the mystery that has so long and so often clothed the study of English grammar. The boy or girl, the clerk, stenographer, business man, lawyer, physician, teacher—everyone may by the use of this book refresh and enrich his knowledge of English. As a working grammar of the English language, it will not only help the teacher in acquiring a better use of English, but will help in the important matter of teaching it better.

WRITING AND SPEAKING.

Writing the Short-Story. By J. Berg Esenwein, A.M., Lit. D., formerly editor of Lippincott's Magazine. Cloth, 441 pages. Price, \$1.25, postpaid. Home Correspondence School, Springfield, Mass.

A standard handbook and textbook on writing the modern short-story, well known and widely used. The present edition is made uniform in binding with the other volumes in "The Writer's Library."

Writing an Advertisement. By S. Roland Hall. School Edition, with an Introduction by Oscar C. Gallagher, Headmaster West Roxbury High School, Boston. Cloth 244 pages. Price \$..... Houghton, Mifflin Company, Boston, Mass.

The art of writing an advertisement is set forth in a simple yet engaging style by one of the foremost experts of the country. The work is adapted to schools and commercial courses by the addition of an introduction and seventeen pages of questions and problems based on sixteen chapters.

Writing for Vaudeville. By Brett Page, Dramatic Editor Newspaper Feature Service, New York. The Writer's Library, Edited by J. Berg Esenwein, Cloth, 639 pages. Price, \$2.12, postpaid. Home Correspondence School, Springfield, Mass.

A pioneer work—"vaudeville's first book." Of special value to those who have "the native gift," but interesting and helpful to those who would like to study and more keenly appreciate vaudeville plays. About 400 pages are devoted to minute analysis, informing discussion, and detailed directions and about 200 pages to presenting the full text and form of nine representative vaudeville acts. A glossary and index complete the equipment.

The Essentials of Effective Gesture. By Joseph A. Mosher, A.M., Ph. D., Instructor in public speaking, College of the City of New York.

Cloth, 188 pages. Price, \$1.00. The Macmillan Company, New York.

A new book for students of public speaking, published in March. Lays more stress upon the underlying principles than upon the mere mechanics of gesture, though the latter is not neglected. Discusses technic, signification of various positions and forms of the hand, and the reasons for their expressiveness, and follows with selections for analysis and delivery. Concise, clear, interesting, valuable.

The Technique of Play Writing. By Charlton Andrews, author of "The Drama of Today," etc. Introduction by J. Berg Esenwein. The Writer's Library. Cloth, 269 pages. Price, \$1.62, postpaid. Home Correspondence School, Springfield, Mass.

A guide to beginners in the art of dramatic composition. Now that so much attention is given to dramatizing in the schools, this book will prove helpful and stimulating to teachers in working out original themes or in making adaptations. The attention given to detail and concrete matters and the questions and exercises following each chapter assure its value as a text-book in drama courses. But it goes further as a "working guide of theory and practice for those who would write and market plays."

The Natural Method of Voice Production, in Speech and Song. By Floyd S. Muckey, M.D. C. M. Illustrated. Cloth, 149 pages. Price, Charles Scribner's Sons, New York.

The noted Professor Hallock of Columbia University, who understood the physics of voice production, and Dr. Muckey, who understood the anatomy and physiology of the voice mechanism, worked together eighteen years in strictly scientific investigation of the voice mechanism, inventing and constructing special apparatus for analyzing and photographing the vocal chords in action. The result is this new book, which, it is claimed, is the first to present the natural method of voice production. It is a remarkably interesting work and is attracting the keenly interested attention of the foremost school men.

How to Write Business Letters. Edited by Walter K. Smart, Ph.D., Head of the Department of English of Armour Institute of Technology and Lecturer on Business Correspondence in Northwestern University, in collaboration with the editorial staff of System magazine. Cloth, 160 pages. Price, \$—. A. W. Shaw Company, Chicago.

The skill and cunning of a host

of business-building letter-writers is here skimmed and condensed into a book. The preface says that in making the book nineteen hundred letters have been studied. The tone, the form, what not to put in, what to put in, the arts of securing attention, of convincing, of persuading, of inducing the desired action—these are some of the points discussed by men who have proven themselves expert by the biting acid test of success in writing business letters. It is adapted also to use in commercial courses, but its potential usefulness is not confined to such schools; classes in English composition and in rhetoric may find pointed help in the chapters on tone and form and in the discussions of gaining attention, persuading, and convincing, while in thousands of business offices it would refresh things like summer rain.

Studying the Short-Story. By J. Berg Esenwein, A.M., Lit. D., formerly editor of Lippincott's Magazine. Cloth, 438 pages. Price, \$1.25, postpaid. Home Correspondence School, Springfield, Mass.

A companion book to "Writing the Short-Story." It contains sixteen short-story classics critically studied. These are arranged under eight type-groups, with introductions and suggestive questions. A list of additional representative stories follows each group. It is a volume in "The Writer's Library."

The Technique of the Mystery Story. By Carolyn Wells, author of "The Clue," "A Chain of Evidence," etc. Introduction by J. Berg Esenwein. The Writer's Library. Cloth, 336 pages. Price, \$1.50, net; by mail, \$1.62. Home Correspondence School, Springfield, Mass.

A fascinating exposition of the subject in twenty-six chapters by an author of distinction and a writer of gifts. The editor of "The Writers' Library" says, "I felt that no other American writer and probably no other author living was so well equipped to do such a piece of work—a distinct popular and technical service to letters." It is a comprehensive practical study, with numerous illustrative extracts from the best mystery writers.

Salesmanship and Business Efficiency. By James Samuel Knox. Cloth, 295 pages. Price, \$—. Knox School of Salesmanship and Business Efficiency, Cleveland, Ohio.

How much easier it is to write on salesmanship than it is to practice good salesmanship is illustrated in the failure of the author or his publishers to give any prominence to the price of this book. In vain were the circular about the book, the notices in the press, and the jacket of the book itself searched for some hint of

its price. Evidently the promoters do not know their business or else do not believe that a price label will help to sell the book. Yet it is a worthy book and deserved to have found more suavity in the face of fate. Some readers whom it has helped say it is worth its weight in gold. Especially is it calculated to inform, stimulate, and inspire young students. In the chapter on Efficiency what is said about cigarettes is presented in a way to cut clean and strike deep and is alone of enough value to atone for many faults. But through and through the book is striking—written in terse paragraphs headed in bold type, each paragraph carrying a definite point of its own while all are marshalled with strong effect in the making of the chapters. Apart from its great usefulness to students who are taking a business course, it is a fine aid to character-building for young men and boys.

ENGLISH LITERATURE.

Questions and Topics for Study, Based on Merrill's English Texts. Cloth 288+60 pages, Catalogue Edition. Price, 50 cents. Charles E. Merrill Company, New York.

Contains questions on the lives of authors, studies of the text, and these subjects. Contains college entrance requirements in English and a catalogue of Merrill's English Texts.

A Book of English Literature. Selected and Edited by Franklin Bliss Snyder, Ph.D., Associate Professor of English in Northwestern University, and Robert Grant Martin, Ph.D., Assistant Professor of English in Northwestern University. Cloth, xix+889 pages. Price \$2.25. The Macmillan Company, New York.

A new book (published last February) intended for college courses. Poetry (except drama) is from Chaucer to Meredith; prose (excepting novel and short story) from Malory to Stevenson. A biographical appendix and notes are placed at the end of the text. The type used is new, the paper excellent; the large pages have double columns. A volume of unusual merit and attractiveness.

The Life and Times of Tennyson, from 1809 to 1850. By Thomas R. Lounsbury, LL.D., L.H.D. Cloth, gilt top, 661 pages. Price, \$2.50, net, postpaid. Yale University Press, New Haven, Conn.

This volume, of handsomely inviting exterior, was intended to contain the literary biography of Tennyson, covering that most interesting part of his career which ended with the publication of the "Idylls of the King." But at the time of Professor Lounsbury's death, he had reached only the year 1850, made

famous by the appearance of "In Memoriam," the poet's marriage, and his appointment to the laureateship. The work of Professor Lounsbury, including some incomplete chapters, was prepared for the press by Professor Wilbur L. Cross, Editor of the Yale Review, who contributes a fitting introduction. As a literary biography this may be regarded as supplementary to the "Memoir" by the poet's son. Especially does it deal to a welcome degree with the vast mass of contemporary criticism, the gathering and reading of which entailed upon the author an enormous amount of work. The fine critical sense of the author, his thorough appreciation of the great poet's personality and genius, his mastery of materials at hand, and his singular felicity of style have all been brought under tribute to make a literary biography that cannot be omitted from any list of the best books about Tennyson.—W. F. M.

FICTION.

The Three Things. By Mary Shipman Andrews, author of "The Perfect Tribute," etc. Boards, 58 pages. Price, 50 cents, net. Little, Brown & Company, Boston, Mass.

Class pride, unbelief in the God of Christianity, and race prejudice were the three things that grew like rank weeds among the high virtues that led a young American to hurl himself into the hot welter of European warfare, in defense of Belgium. In a few months he lost these three evil things and gained what occupied him for the rest of his life. This little story has gone through five printings and is pronounced by the Ladies' Home Journal "the greatest story the war has produced."

The Old Order Changeth, A Novel. By Archibald Marshall. Cloth, 472 pages. Price, \$1.35, net. Dodd, Mead & Company, New York.

A phrase from Tennyson furnishes the American title for this novel, which was published in England under the title of "Rank and Riches." It is a story of the passing of a great English estate from the aristocracy of rank to that of newly acquired riches—the passing of Kemsale from Lord Meadshire to Armitage Brown. An intimate knowledge of English country life and character, the intertwining of love affairs, and the sharp impact of events against the sudden outbreak of the present great war in Europe lend interest to the narrative. The style of the author suggests to critics a "reincarnation of Anthony Trollope."

Wood and Stone. A Romance. By John Cowper Powys, author of "Visions and Revisions," "The War and Culture," etc. Cloth, 722 pages.

Price, \$1.50 net. G. Arnold Shaw, New York.

This is a first novel by an English author widely known as a brilliant lecturer on the great masters of literature, one or two of the lectures having been given in Raleigh in recent years. The romance turns about the world-old struggle between the strong and the weak, or the "well-constituted" and the "ill-constituted" as startlingly set forth in the dogmas of Nietzsche. Is the secret of the universe to be reached in the exercise of power, courage, and pride? Or is the basic law of things not power, but sacrifice, not pride but love? Making his story rather than his philosophy the thing of dominant interest to the reader, Mr. Powys has laid his scenes in the Wessex country of Thomas Hardy, to whom the story is dedicated, and given a narrative of sustained interest, of engaging felicity of style, and of impressive character portrayals.

LATIN AND ROMAN HISTORY.

The Mystery of the Boule Cabinet. A Detective Story. By Burton E. Stevenson. With Illustrations by Thomas Fogerty. Cloth, 362 pages. Price, \$1.30, net; \$1.43 postpaid. Dodd, Mead & Company, New York.

Cicero of Arpinum. A Political and Literary Biography. By E. G. Sihler, Ph.D., Professor of the Latin Language and Literature in New York University, Author of *Annals of Caesar*, etc. Cloth 41+487 pages. Price, \$2.50, net. Yale University Press, New Haven, Conn.

A monument to the learning and industry of the author. Described on the title pages as "a contribution to the history of civilization and a guide to the study of Cicero's writings." The comprehensive scope, the minute, one might almost say the microscopic, attention to detail, and the intimacy with everything pertaining to Cicero are alike wonderful. The author has made a book for other scholars. He has not tried to play Macaulay; he has not striven for epigram or brilliant rhetoric or desired to ape the novelist or to write a book on sociology. What he has most earnestly striven for is that his statement of fact, his valuations and his judgments should be trustworthy, feeling, as he puts it, that his first and last obligation was to "state and delineate what actually happened." To quote from the preface: "One may here learn to know Cicero's faults and weaknesses, no less than become familiar with his lofty ideals and his quite wonderful industry; and further one may perceive how that critical period of political disintegration and social decadence was mirrored in the lively mind and recorded by the

masterful pen of one who was indeed the most gifted son of ancient Italy."

Mysterium Arcae Boule. Opus Anglice Scripsit Burton E. Stevenson. Latine interpretatus est Arcadius Avellanus. Mount Hope Classics, Vol. III. Cloth, 320 pages. Price, \$3.50. E. Parmelee Prentice, 37 Wall Street, New York City.

Here are both the English and Latin versions of a modern detective story. The original story in English appeared about four years ago, the author, Mr. Stevenson, having a dozen or more good stories to his credit. The interesting narrative, packed with constant surprises, is woven about a beautifully inlaid cabinet, dating from the days of Louis XIV, which stands in a Fifth Avenue mansion. The Latin version by Dr. Avellanus was brought out during the present year by Mr. E. Parmelee Prentice, of the New York law firm of Murray, Prentice & Howland. It is a part of a missionary enterprise undertaken by Mr. Prentice, an Amherst man, to vitalize the study of Latin by enlivening the content of the matter read. And isn't it calculated to do this? Witness the two versions of the opening sentence:

"Hello," I said, as I took down the receiver of my desk 'phone, in answer to the call.

"Eho!" exclamo ego interea dum auscultatorium telephoni Scriptoriae meae nuntium excepturus dejungo.

These Latin versions known as "Mount Hope Classics," now number three volumes, of which Volume II., to consist of short stories, is not yet published.

UNITED STATES HISTORY.

Tad and His Father. By F. Lauriston Bullard. With Frontispiece after a photograph by Brady. Cloth, 102 pages. Price, 50 cents, net. Little, Brown & Company, Boston, Mass.

Lincoln had lost two of his boys, Eddie and Willie, in their childhood; Robert was with General Grant; and only Thomas, or "Tad," nine years old, was left in the White House home. The President's devotion to him was singularly strong and tender and the two were almost constant companions. This little book gives an account of the companionship of this restless romping boy and his great gentle father, whom the boy survived only a few years.

The Story of Old Europe and Young America. By William H. Mace, Professor of History, Syracuse University, and Edwin P. Tanner, Associate Professor of History, Syracuse University. Cloth, 334 pages. Price, 65 cents. Rand Mc-

Nally & Company, Chicago and New York.

A new history for the sixth grade. In romantic interest few stories can surpass it. Splendidly unfolds the background of American history and gives a graphic explanation of New World character and a new understanding of life today. Contains twenty maps, in stipple or colors, and a profusion of attractive and interesting line drawings.

Monroe Doctrine. Selected articles compiled by Edith M. Phelps. Second and enlarged edition. Debaters' Handbook Series. Cloth xxxiii+337 pages. Price, \$1.00, net. The H. W. Wilson Company, White Plains, N. Y.

This is a revised and enlarged edition of a volume that was first published fifteen months ago. On the question of continuing the Monroe Doctrine as a part of our permanent foreign policy there are briefs for the affirmative and negative, a biography, and a large number of reprints on the best articles on the general affirmative and negative discussion of the question. The added material includes the best of the recent articles and addresses on the Monroe Doctrine and Pan-Americanism with which it is now closely allied. The series to which this volume belongs contains thirty other volumes on as many debatable topics of current or recent interest and is of inestimable service not only to young debaters, but to more mature students of public questions.

AGRICULTURE AND RURAL LIFE.

Happy Hollow Farm. By William R. Lighton, author of "Letters of an Old Farmer to his Son." Illustrated Cloth, 318 pages. Price, \$1.25, net. George H. Doran Company, New York.

How a city newspaper man bought an Arkansas farm "in the rough" and worked with the place until it overflowed with health, wealth, and contentment. A racy narrated adventure in freedom, seasoned with frequent outbursts of pungent common sense about farming and farm management.

The Work of the Rural School. By J. D. Eggleston and Robert W. Bruere. Illustrated. Cloth, 283 pages. Price, \$1.00. Harper & Brothers, New York.

Presents the results of experience and real study. Deals with buildings, grounds, sanitation, transportation, instruction, agriculture, amusements, and other essential topics. The importance of the new rural school as a constructive agency in community life is emphasized in its broader aspects. A serious-minded and interesting book, especially to

those who are concerned in rural school administration.

Joe the Book Farmer. By Garard Harris. Cloth, illustrated, 351 pages. Price, \$1.00 net. Harper & Brothers, New York.

A stirring story of a boy whose surly red-eyed daddy took his labor year after year and declared that "a poor man ain't got no chance in this danged country" and that if he had the money he'd "go to Oklahomy." The boy begged to attend a farmer's meeting, a good old merchant helped him, Joe looked up things in his books at night, became a champion corn-grower, converted his daddy, and "made good" on the land. This story just can't be read by too many country folks and city folks.

The Child. By "The Hope Farm Man." Flexible leather, round corners, 192 pages. Price, \$—. Rural Publishing Company, New York.

The story of how a homeless, unpromising waif brought happiness to a childless farm home in the "hill country" and a new spirit of neighborliness and hope to the community. It was written by Herbert W. Collingwood, editor of the Rural New-Yorker, a man who knows some things about hard farm life and has a real heart, the unpretentious story of a little country neighborhood full of

"the human side of country living." It beats all how it grips one! Not a farm home anywhere but would be better for having and reading these simple annals of a country neighborhood.

The Story of Agriculture in the United States. By Albert H. Sanford, Professor of History, State Normal School, Lacrosse, Wisconsin. Cloth, illustrated, 394 pages. Price, \$1.00. D. C. Heath & Company, Boston, Mass.

In no other volume that we know of has so much of the history of agriculture in this country been got together. While not strictly a source book, it may yet be called a pioneer book. Beginning with the Indian farm methods and what the early settlers learned from them, the story embraces colonial agriculture, the westward rolling tide of farmers that were folowed by the flag to the Pacific coast, agriculture in the South under slave labor and since, the modern progress of scientific farming, and modern improvements in farm machinery and in rural life conditions. The story and the illustrations carry more real fascination than is found in many a novel. The course of United States history in the schools must now be modified, for it cannot now be what it should be without including what has become accessible in this richly freighted little book.—W. F. M.

State School News

SCHOOL NEWS BRIEFS.

Mr. J. D. Rankin, of Norwood, has been elected superintendent of the Bessemer City graded schools.

Wake Forest has made Dr. N. Y. Gully dean of the college also, he being already dean of the law school.

Miss Rosa Paschal has been chosen dean of Meredith College to succeed Prof. J. D. Boomhour, who goes to New York.

At Elon College commencement the benediction was pronounced by the oldest living trustee of the college, Rev. J. W. Wellons, D.D., now in his 92nd year.

Chapel Hill has just dedicated a new \$35,000 graded school building, said to be the best equipped and most conveniently arranged school house in the State.

Mr. Robert R. Ray, of McAdensville, a successful manufacturer and public-spirited citizen of Gaston County, has been appointed by the Governor as a member of the Board

of Trustees of the A. and M. College to succeed the late J. P. McRea, of Robeson.

The alumnae of Greensboro College for Women presented to the institution a portrait of the late Dr. B. F. Dixon, a former president of the college, at its recent commencement.

Prof. W. C. A. Hammel, after fourteen years of service at the State Normal and Industrial College, leaves its chair of science to become superintendent of the city schools of Greensboro.

At the commencement of the State Normal and Industrial College, the alumnae took action to renew their efforts to change the name to McIver College and to secure three representatives from their number on the board of trustees. A committee will go before the legislature in behalf of these changes.

At the recent commencement of St. Mary's School, the board of trustees decided to raise \$250,000 for the institution and to begin the task at once. Of this sum \$100,000 is

Summer School.

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Spanish. 6 courses. Mr. A. Elias, College of the City of N. Y.

Philosophy. 4 courses. Dr. J. W. Hudson, Univ. of Mo.

Physical Education. 19 courses. Dr. G. T. Denton, Vanderbilt Univ.; Dr. P. S. Spence, Public Schools, Richmond, Va.; Miss E. A. Pohl, Miss. Industrial Institute and College.

Physics. 6 courses. Dr. C. R. Fountain, Univ. of Ga.; Mr. H. S. Lipscomb, High School, Nashville.

Psychology. 12 courses. Dr. E. K. Strong, Jr., Peabody College; Dr. H. W. Chase, Univ. of N. Car.

The Summer Quarter is composed of two terms: the first from June 15 to July 21, the second term from July 22 to August 25. Fall Quarter extends from October 2 to December 22. Degrees of B. S., M. A., and Ph.D. Summer School catalogue was issued March 31. Write for it.

George Peabody College for Teachers NASHVILLE, TENN.

for new buildings, \$100,000 for endowment, and \$50,000 for present indebtedness and incidental expenses.

Rev. J. C. Caldwell resigned as president of Atlantic Christian College, Wilson, N. C., at its recent commencement. The graduating class presented to the college a portrait of the retiring president.

Prof. I. T. Turlington, superintendent of Mt. Airy graded schools, has been forced to give up his school work on account of inadequate health. He will be succeeded by Mr. Charles M. Staley, who for nine years has been superintendent of the Hickory schools.

These two sentences come from the Baccalaureate address of President C. E. Brewer at Meredith College: "This day marks the beginning of the time when you will plan your

own work and assign your own tasks—and perhaps the tasks of others. You now set the clock for yourself and make your own schedule.”

At the commencement of Flora Macdonald College at Red Springs an address on “Flora Macdonald 140 Years After” was delivered by Dr. James A. Macdonald, of Canada, Editor of the *Toronto Globe*. He gave \$10,000 to endow a chair of history, which the trustees of the college promptly named in his honor.

President G. E. Lineberry's report showed that during the year Chowan College had put in \$1,200 worth of permanent improvements, one being a deep well which furnishes the entire water supply for the institution. An arch and pillars, the gift of Hon. F. D. Winston, will be erected at the entrance of the grounds.

The Craven County School News says that many applications from the teachers have come in for the full eight weeks of the summer term of the East Carolina Teachers Training School. The railroad fare from the teacher's home in this county to Greenville and return and the registration fees will be paid by the county, leaving only the board to be paid by the teacher.

The Mecklenburg Declaration was celebrated May 20th by the North Carolina Colony at Auburn, Alabama. Prof. Z. V. Judd, of the Polytechnic Institute, and Mrs. Judd were hosts in the evening to about thirty of the professors, students, and residents of North Carolina nativity or descent. Refreshments and a North Carolina program were enjoyed.

On his Charlotte trip May 20, President Wilson made a visit by automobile to Davidson College. During his twenty minutes stay, he visited the room he occupied when a student there and the hall of the society of which he was a member, but declined to make an address to the students. The visit to Davidson was not on the published program.

Prof. Gustav Hagedorn will succeed Miss Muriel Abbott, resigned, as teacher of violin at both Peace Institute and St. Mary's School. Mrs. Horace Dowell has been designated as head of the voice department at Peace Institute. Miss Mattie E. Burwell, granddaughter of the first president of Peace, has been added to the faculty as piano instrumentalist.

Gastonia has let the contract for two new school buildings to cost \$25,000 each. Both are alike, modeled after the new Central Graded

School Building. One is to be in East Gastonia, the other in West Gastonia. Each will be of brick with stone trimmings, and will have an auditorium to seat 600, fourteen class rooms, principal's offices and other modern equipments.

John Edward Calfee, head of the department of mathematics at Berea College, Berea, Kentucky, has resigned that position to accept the presidency of the Normal and Collegiate Institute, Asheville, succeeding Prof. Edward P. Childs, who retired from the presidency in January. Prof. Calfee will assume his new duties on August 1. He is the author of an excellent little *Rural Arithmetic* published by Ginn & Company.

The first county health commencement in the State will be held at Elizabethtown, Bladen County, June 24. It is the culmination of a three months health campaign against pellagra and preventable diseases, conducted by Dr. T. M. Jordan. Eighty dollars in gold will be offered in prizes for best papers by school children on health subjects and other topics. Bladen County already has a fine record for health work, for which it made an appropriation of \$800.

High Honor D deservedly Bestowed.

A feature of the commencement of the Statesville Graded Schools was the celebration of the 25th anniversary of Supt. D. Matt Thompson's superintendency. Present and former principals, teachers, graduates, students and neighbors in large numbers foregathered in a big reunion to do honor to their singularly unselfish and beloved superintendent. The Landmark carried a fine account of the exercises and a finer editorial appreciation, almost a column in length, of the man and his work of constant achievement for a quarter of a century, in every step of which he has shown himself a faithful officer and a loyal friend. The Statesville High School magazine dedicated versary of Supt. D. Matt Thompson's son—scholar, Christian gentleman, children's friend,” of which Mr. Mebane in the *Newton News* says, “the above words were never more appropriately applied.”

Victor Records for June.

A remarkable collection of music by a group of unsurpassed artists is represented in the June issue of Victor Records. A Victrola in the home means an unequalled opportunity to hear both the best and the latest in music and entertainment, but if you haven't a Victor or Victrola, just visit the Victor dealer nearest you and ask him to play some of these selections for you. He'll be glad to let you hear any or all of them.

Seventh Grade Graduates and Others in Iredell.

Take notice that this year 178 completed the seventh grade course and are ready for the high school—not as many as should be that far advanced, but a good showing compared with other counties and our past progress. Take notice, also, that 110—not all young folks but nearly all—completed the domestic science course and are thus qualified to properly prepare food for the family—a most important part of modern education; and, take notice, too, that some of the domestic science pupils are boys, who are thus qualifying to help in the home when their services may be needed; and that's a fine idea, too. These boys are to be commended.—Statesville Landmark.

Oxford's New Superintendent.

Mr. G. V. Phillips, for three years head of the English department of the Raleigh high school, has formally accepted the offer of the superintendency of the Oxford graded schools.

Professor Phillips, during his connection with the Raleigh high school, has taken an active lead in the encouragement of those activities outside the school room. The high school students on the gridiron and on the diamond, on the platform and in literary effort, have largely been under his direction. During these three years Raleigh has consecutively won the State football championship and has been represented in the Carolina finals in both baseball and debate. At the same time the “High School Enterprise” and the “Rattler,” the school annual, as well as the literary societies, have been promoted by his work.

Superintendent I. C. Griffin Goes to Shelby.

Mr. I. C. Griffin, who has been superintendent of the Marion graded schools for five years, and who recently resigned, has accepted the position as superintendent of the graded schools at Shelby, in Cleveland County. Mr. Griffin is succeeded in the Marion schools by Mr. S. L. Sheep, of Helena, Arkansas, and formerly of Elizabeth City. Mr. Griffin left Raleigh recently for Chapel Hill, where he will attend the commencement exercises.

The Marion superintendent served the educational interests of North Carolina first as superintendent in Salisbury from 1903 to 1909; then as teacher in the Cullowhee Normal School from 1909 to 1911, and as superintendent of Marion schools from 1911 to 1916. In the meantime he has been teacher in the summer school at the University and has been an institute worker.

How to Make Rural Life More Attractive.

A highly commendable step has been taken by Mr. J. P. Cook, of Concord. He offers annually twenty dollars in gold for the best essay by a pupil of the public schools of Cabarrus County on "How to Make Rural Life More Attractive." He is convinced that a study of this very important subject, even by the pupils of the public schools will be of inestimable value in improving the conditions which surround the rural home. In making the offer he says:

To make living, either in the city or country, more pleasant, is a wonderful accomplishment. All agencies worth while seem bent on making it possible for all to get out of life the greatest amount of enjoyment and success. The strides made in the recent past to arouse a larger interest in rural life are commendable. The seed corn of the human race, if we are to judge by the birth-place of the many who are now largely the leaders in every activity that concerns the very best interest of mankind, has been grown in the rural districts. The tendency towards the city even now is too great; and to encourage a more lively appreciation of the possibilities of the country and to arouse a deeper study and concern in rural

life, it is my pleasure to make this offer.—State Journal.

When you renew your subscription, be sure to remember to order also that copy of North Carolina Poems you have been intending to get. Only about forty copies are now left. The cloth bound copies are \$1.00 each, the paper bound 50 cents. The editions are the same except in binding.

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CHICAGO

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Chatham County Summer School.

Supt. F. M. Williamson, of Chatham County, will hold a six weeks summer school for his teachers this year. The term begins July 10 and ends August 18. The last two weeks, beginning August 7th, will be the regular biennial teachers' institute. A four-page announcement of the school was sent out last month.

The lesson plans worked out at the summer school will be given to the teachers in printed form, with instructions that will help them work out similar plans for themselves.

Miss Mary Louise Brown, of Winston-Salem, will have charge of the primary work. The other grades will be in charge of the Superintendent and the Institute Conductor. Mr. L. C. Brogden, State Supervisor of Elementary Schools, will lecture a few days and there will also be other lectures.

As practically all the certificates in Chatham expire this year, an examination will be given at the close of the term as a basis of the new certification.

A Comparison of Pamlico and Hertford Counties.

In 1913-14 Pamlico led the State in local tax rate for school support—\$8.98 per \$1,000; while Hertford footed the list in this particular, with a rate of \$3.45.

In Pamlico 14 or 60 per cent of the 23 school districts levied a local tax; in Hertford only 4 or 12 per cent of the 23.

Pamlico raised by special school taxes \$5,113; Hertford only \$1,497.

The amount invested in white public school property in Pamlico was \$30,850; in Hertford \$25,980.

The average annual salary of white teachers in Pamlico was \$268.46; in Hertford \$232.86.

White school rooms furnished with home-made desks or benches, Pamlico 4, Hertford 18.

The counties had almost exactly the same white population in 1915;

6,577 in Pamlico and 6,469 in Hertford. The total taxable wealth of Hertford in 1914 was more than twice that of Pamlico, \$5,693,000 against \$2,214,000. In the per capita taxable wealth of the whites Hertford with \$451 ranked tenth in the State. Pamlico with \$238 ranked 69th. In 1915 Hertford had 95 motor cars worth \$41,800; while Pamlico had 20 worth \$8,840.

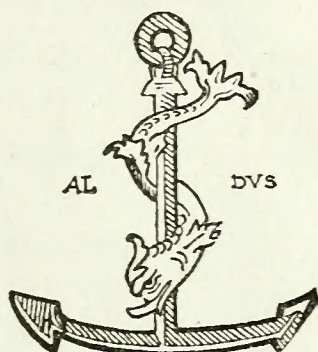
Manifestly Hertford had greater wealth, but less willingness to convert her wealth into public school advantages. Pamlico has less wealth but greater willingness.

Why? We do not know. The Hertford and Pamlico people could prob-

ably spell out the answers.—University News Letters.

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Do not forget that no numbers of North Carolina Education are published for the vacation months of July and August. The next issue will be the September number.

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 " Hamlet 12:30 noon
 " Wadesboro 1:25 p. m.
 " Monroe 2:20 p. m.
 " Charlotte 3:25 p. m.
 Ar. Rutherfordton . . . 6:30 p. m.

Train No. 34.

Lv. Rutherfordton . . . 7:00 a. m.
 " Charlotte 10:10 a. m.
 " Monroe 11:15 a. m.
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The New Disinfectant.

The United States Public Health Service has been casting about for a better class of disinfectant than any known, all having an inferior quality of some kind. The Service has just announced that the disinfectant sought has been discovered, and that the pine tree of the Southern States furnishes it. If we rightly understand the bulletin, the government itself, becomes sponsor for this new disinfectant, which is to be known as "Hygienic Laboratory Pine Oil Disinfectant." The new preparation has about the strongest endorsement the government could give. It is derived from pine oil, which is a by-product of the manufacture of turpentine. It is easily prepared and possesses over four times the disinfectant properties of carbolic acid and is altogether non-toxic, so that it may safely be used as a throat spray or mouth wash in the solutions of the ordinary strength. The cost of the preparation is remarkably low, as it can be manufactured for less than 50 cents a gallon. The possibilities of the pine tree seem to be about as great as those of the cotton stalk, and the country has not yet learned all that is to be learned about them, either.—Charlotte Observer.

When you renew your subscription, be sure to remember to order also that copy of North Carolina Poems you have been intending to get. Only about forty copies are now left. The cloth bound copies are \$1.00 each, the paper bound 50 cents. These editions are the same except in binding.

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85. Fish as Food.

128. Eggs and Their Uses as Food.

256. Preparation of Vegetables for the Table.

289. Beans.

293. Use of Fruit as Food.

298. Food Value of Corn and Corn Products.

332. Nuts and Their Uses as Food.

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INDIANA

**C. E. McIntosh Goes to Hickory and
Supt. Pittman, of Edgecombe,
Goes to Raleigh.**

Mr. C. E. McIntosh, for the past three years chief clerk in the office of the State Superintendent of Public Instruction, has been elected superintendent of the graded schools at Hickory. Mr. McIntosh has accepted the position. Mr. W. H. Pittman, county superintendent of Edgecombe, for the past five or six years, has been appointed to succeed Mr. McIntosh as chief clerk. Mr. McIntosh will probably continue his connection with the State Department for more than a month longer.

Returning to Hickory, Mr. McIntosh goes back to his home people and the home of his youth, Catawba County. During his service with the State Department his record has been one of efficiency. He has made many friends among the teachers and the county superintendents of the State by whom the announcement of his resignation and approaching removal from Raleigh will be received with regret.

"He is a young man of ability and character and promise," said Dr. J. Y. Joyner yesterday, "and has a fine opportunity for educational service in the new work as superintendent of Hickory schools. The Hickory people are to be congratulated upon securing him.

Superintendent Pittman will come to his new work as chief clerk in the State Department of Public Instruction with valuable experience as a county superintendent with the educational work of the State. He is regarded as one of the most efficient county superintendents of the State and has done fine work for the public schools of Edgecombe county. He is a young man of character, ability and scholarship, and his friends regard him as admirably qualified in all respects for the position to which he has been appointed.

—News and Observer.

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For further information, address

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Mr. Key is a live Englishman, formerly traveling correspondent for a London journal in which capacity he passed through the Franco-German war in 1870 and later was attached to the staff of the commander-in-chief of the Austrian army, the late Archduke Abracht, cousin of the Emperor Francis Joseph of the dual kingdom of Austria-Hungary.—News and Observer.

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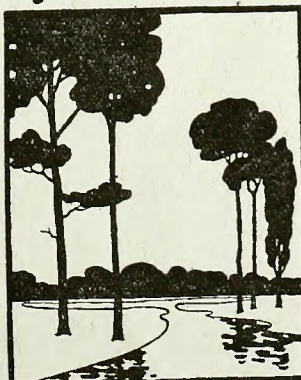
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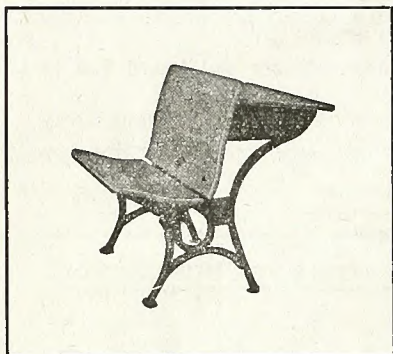
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